

Bowdoin

ACADEMIC HANDBOOK:
POLICIES AND PROCEDURES
2018–2019

AUGUST 2018
BRUNSWICK, MAINE
bowdoin.edu/academic-handbook

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August 2018

Bowdoin College complies with applicable provisions of federal and state laws that prohibit unlawful discrimination in employment, admission, or access to its educational or extracurricular programs, activities, or facilities based on race, color, ethnicity, ancestry and national origin, religion, sex, sexual orientation, gender identity and/or expression, age, marital status, place of birth, genetic predisposition, veteran status, or against qualified individuals with physical or mental disabilities on the basis of disability, or any other legally protected statuses.

The information in this publication was accurate at the time of publication. However, the College is a dynamic institution and must reserve the right to make changes in degree requirements, regulations, procedures, and charges.

In compliance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (The Clery Act), Bowdoin College maintains and provides information about campus safety policies and procedures and crime statistics. A copy of the report is available upon request or by accessing bowdoin.edu/security/crime-prevention-personal-safety.

In addition to being partners in athletic competition, the eleven colleges and universities comprising the New England Small College Athletic Conference (NESCAC) are united in efforts to provide safe environments in which students may mature intellectually and socially. Recognizing that social life plays a role in the college experience, each campus has increased its efforts to encourage students to make responsible choices. Each school takes a strong stand against substance abuse, including alcohol. While the vast majority of students at NESCAC institutions who choose to drink do so responsibly, each school has disciplinary and educational programs in place for students who misuse alcohol and other substances. Additionally, all of the conference schools expressly prohibit hazing. NESCAC member institutions: Amherst College, Bates College, Bowdoin College, Colby College, Connecticut College, Hamilton College, Middlebury College, Trinity College, Tufts University, Wesleyan University, Williams College.

CONTENTS

General Information	5
College Calendar	6
The Offer of the College	9
Admission and Financial Aid	10
Admission to the College	10
Financial Aid	11
Expenses	12
A Liberal Education at Bowdoin College	15
The Mission of the College	16
The Curriculum	19
Academic Standards and Regulations	24
Special Areas of Study	42
Off-Campus Study	45
Explanation of Symbols Used	46
Departments, Programs of Instruction, and Interdisciplinary Majors	46
Africana Studies	47
Art	49
Asian Studies	52
Biochemistry	55
Biology	57
Chemistry	61
Cinema Studies	64
Classics	65
Computer Science	68
Earth and Oceanographic Science	70
Economics	72
Education	74
English	77
Environmental Studies	79
Gender, Sexuality, and Women's Studies	81
German	83
Government and Legal Studies	85

History	87
Interdisciplinary Majors	89
Latin American Studies	94
Mathematics	96
Music	98
Neuroscience	104
Philosophy	106
Physics and Astronomy	107
Psychology	110
Religion	112
Romance Languages and Literatures	114
Russian	118
Sociology and Anthropology	121
Theater and Dance	123
Educational Resources and Facilities	127
Bowdoin College Library	127
Bowdoin College Museum of Art.....	128
Peary-MacMillan Arctic Museum	129
Arts Facilities	130
Center for Learning and Teaching	131
Field Stations	133
Student Fellowships and Research	134
Joseph McKeen Center for the Common Good	135
Information Technology	136
Student Affairs and the Academic Honor and Social Codes	137
Officers of Instruction	138
Officers of Instruction Emeriti.....	150
Instructional Staff	154
Coaches	155
Index	157

GENERAL INFORMATION

Bowdoin is an independent, nonsectarian, coeducational, residential, undergraduate, liberal arts college located in Brunswick, Maine, a town of approximately 22,000 situated close to the Maine coast, twenty-five miles from Portland and about 120 miles from Boston.

Terms and Vacations: The College holds two sessions each year. The dates of the semesters and the vacation periods are indicated in the College Calendar on pages 6–7.

Accreditation: Bowdoin College is accredited by the New England Association of Schools and Colleges.

Enrollment: The student body numbers 1,814 students (50 percent men, 50 percent women; last two classes 50/50 percent); about 287 students study away one or both semesters annually; 94 percent complete the degree within five years.

Faculty: Student/faculty ratio 9:1; the equivalent of 205 full-time faculty in residence, 99 percent with PhD or equivalent; twenty-two head athletic coaches.

Geographic Distribution of Students: New England, 37.9 percent; Middle Atlantic states, 22.9 percent; Midwest, 7.7 percent; West, 13.7 percent; Southwest, 3.4 percent; South, 8.3 percent; international, 6.0 percent. Forty-six states, the District of Columbia, Puerto Rico, US Virgin Islands, and thirty-five foreign countries are represented. Minority and international enrollment is 37 percent.

Statistics: As of June 2018, 40,430 students have matriculated at Bowdoin College, and 32,094 degrees in academic programs have been awarded. In addition, earned master's degrees have been awarded to 274 postgraduate students. Living alumni include 20,359 graduates, 2,200 non-graduates, and 126 honorary degree holders (32 alumni, 94 non-alumni).

Offices and Office Hours: The Admissions Office is located in Burton-Little House. The Offices of the President and Dean for Academic Affairs are located in the west side of Hawthorne-Longfellow Library. The Treasurer's Office is located at 82 Federal Street. The Controller's Office and the Human Resources Office are located at 216 Maine Street. The Development and Alumni Relations offices are located at 83 and 85 Federal Street and in Copeland House. The Office of the Registrar is located in Jewett Hall. The Dean of Student Affairs and Bowdoin Career Planning are in the Moulton Union. The Counseling Service is located at 32 College Street. The Department of Facilities Management and the Office of Safety and Security are in Rhodes Hall.

In general, the administrative offices of the College are open from 8:30 a.m. to 5:00 p.m., Monday through Friday.

Telephone Switchboard: Bowdoin College uses an automated call processing system on its main number, 207-725-3000. A live operator can be reached twenty-four hours a day, seven days a week, by pressing "0." Further information about telephone numbers can be found at bowdoin.edu/directory.

Bowdoin College Website: bowdoin.edu. The electronic version of Bowdoin College's *Academic Handbook* can be found at bowdoin.edu/academic-handbook.

COLLEGE CALENDAR

217th Academic Year

2018

August 21, Tuesday	First-year students arrive
August 21–22, Tues.–Wed.	Eid al-Adha, begins at sundown
August 22–25, Wed.–Sat.	Orientation Trips
August 25–28, Sat.–Tues.	Orientation
August 26, Sunday	College housing ready for occupancy for sophomore, junior, and senior students, noon
August 28, Tuesday	Opening of the College—Convocation, 3:30 p.m.
August 29, Wednesday	Fall semester classes begin, 8:30 a.m.
September 3, Monday	Labor Day (classes in session; College holiday, some offices closed)
September 9–11, Sun.–Tues.	Rosh Hashanah, begins at sundown on Sept. 9 and concludes at sundown on Sept. 11
September 15, Saturday	Common Good Day
September 18–19, Tues.–Wed.	Yom Kippur, begins at sundown on Sept. 18 and concludes at sundown on Sept. 19
September 27–29, Thurs.–Sat.	Alumni Council, Alumni Fund Directors, and BASIC National Advisory Board meetings
October 5, Friday	Fall vacation begins after last class
October 5–7, Fri.–Sun.	Homecoming Weekend
October 10, Wednesday	Fall vacation ends, 8:30 a.m.
October 11–13, Thurs.–Sat.	Meetings of the Board of Trustees
October 19, Friday	Sarah and James Bowdoin Day
October 19–21, Fri.–Sun.	Family Weekend
November 21, Wednesday	Thanksgiving vacation begins, 8:00 a.m.* (November 21–23: College holidays, many offices closed)
November 26, Monday	Thanksgiving vacation ends, 8:30 a.m.
December 7, Friday	Last day of classes
December 8–11, Sat.–Tues.	Reading period
December 12–17, Wed.–Mon.	Fall semester examinations
December 18, Tuesday	College housing closes for winter break, noon
December 24–31, Mon.–Mon.	College holidays, many offices closed

2019

January 1, Tuesday	New Year's Day Holiday (College holiday, many offices closed)
January 20, Sunday	College housing available for occupancy, 8:00 a.m.
January 21, Monday	Martin Luther King Jr. Day (College holiday, some offices closed)
January 22, Tuesday	Spring semester classes begin, 8:30 a.m.
February 7–9, Thurs.–Sat.	Meetings of the Board of Trustees
February 18, Monday	Presidents' Day (classes in session; College holiday, some offices closed)
March 8, Friday	Spring vacation begins after last class
March 9, Saturday	College housing closes for spring vacation, noon
March 23, Saturday	College housing available for occupancy, 8:00 a.m.
March 25, Monday	Spring vacation ends, 8:30 a.m.
April 4–6, Thurs.–Sat.	Alumni Council, Alumni Fund Directors, and BASIC National Advisory Board Meetings
April 11–13, Thurs.–Sat.	Admitted Student Open House
April 19–27, Fri.–Sat.	Passover, begins at sundown on April 19 and concludes at sundown on April 27
April 19, Friday	Good Friday
April 21, Sunday	Easter
May 6, Monday	Ramadan, begins at first light on May 6 and concludes at last light on June 5
May 8, Wednesday	Last day of classes; Honors Day
May 9–11, Thurs.–Sat.	Meetings of the Board of Trustees
May 9–12, Thurs.–Sun.	Reading Period
May 13–18, Mon.–Sat.	Spring semester examinations
May 19, Sunday	College housing closes for non-graduating students, noon
May 24, Friday	Baccalaureate
May 25, Saturday	The 214th Commencement Exercises
May 25, Saturday	College housing closes for graduating students, 6:00 p.m.
May 27, Monday	Memorial Day (College holiday, many offices closed)
May 30–June 2, Thurs.–Sun.	Reunion Weekend
July 4, Thursday	Fourth of July Holiday (College holiday, many offices closed)

**Regular class schedules in effect on holidays listed meet unless otherwise noted. Staff, check with supervisor to determine if office is closed.*

THE OFFER OF THE COLLEGE

To be at home in all lands and all ages;
To count Nature a familiar acquaintance,
And Art an intimate friend;
To gain a standard for the appreciation of others' work
And the criticism of your own;
To carry the keys of the world's library in your pocket,
And feel its resources behind you in whatever task you undertake;
To make hosts of friends . . .
Who are to be leaders in all walks of life;
To lose yourself in generous enthusiasms
And cooperate with others for common ends—
This is the offer of the college for the best four years of your life.

Adapted from the original "Offer of the College," published in 1906 as the foreword to *The College Man and the College Woman* by William DeWitt Hyde, seventh president of Bowdoin College (1885–1917).

ADMISSION AND FINANCIAL AID

ADMISSION TO THE COLLEGE

Each year the Admissions Committee at Bowdoin College evaluates applications for admission through its three application programs: Early Decision I, Early Decision II, and Regular Decision. The College strives to attract a diverse, multitalented, intellectually adventurous student body. In selecting the first-year class, the Committee pays close attention to a variety of factors; these include a student's academic achievements, extracurricular involvements, and potential to contribute to the Bowdoin community.

Bowdoin requires all applicants to submit the Common Application or the Coalition Application, and complete the additional essay. The Common Application and Coalition Application are available online and provide students a uniform framework to present their credentials. No preference is given between the two applications.

While no single factor determines a candidate's eligibility for admission, Bowdoin College is, first and foremost, an academic institution. Therefore, an applicant's high school performance and the level of challenge represented by the course work are of particular concern to the members of the Admissions Committee. Each applicant must make arrangements with the appropriate high school administrator to submit all official high school transcripts. The Admissions Committee strives to understand each student's performance in the proper context and therefore requires high school administrators to submit a Secondary School Report (SSR) and a High School Profile. Doing so enables the Committee to properly interpret the information presented on the transcript(s). Ideally, the profile illuminates individual high school policies regarding issues such as weighting of grades, rank in class, Honors/AP/IB course offerings, etc. Comments from school officials on the SSR as well as letters of recommendation from two teachers who have taught the student in an academic core subject (core subjects include English, math, lab sciences, social sciences, and foreign languages) can also help the Admissions Office better understand a prospective student's preparation for Bowdoin. Since 1969, the College has made the submission of standardized testing an optional part of the application. Prospective students may decide whether or not their individual test results will enhance their academic profile and application. Exceptions to the score-optional policy include home-schooled students and students who attend high schools that do not issue grades. These applicants are required to submit results from either the ACT or the SAT and two SAT subject tests. The subject tests must include either Math Level 1 or Math Level 2 and a science test.

Because of the residential nature of the College, the strong emphasis on community values, and a core belief in collaboration and the open exchange of ideas both in and beyond the classroom, the Admissions Committee does not limit its assessment to a student's transcript and testing. Students have the opportunity, through the personal statement and the supplement, to reveal the quality and depth of their thinking, their ability to communicate ideas in writing, and how they approach learning and the opportunity to interact with others. Students also detail the activities that have captured their interest, areas of accomplishment and recognition, and how they have focused their energies outside the classroom. When possible, applicants are encouraged to visit the campus for an interview or to meet with an alumni representative. On-campus interviews are available from late May until early December. Students who choose to interview with a Bowdoin alumnus or alumna must submit their requests before December 1, 2018.

All Early Decision and Regular Decision admissions decisions for US citizens and permanent residents are made under a “need-blind” policy. Under this policy, an applicant’s financial resources are not a factor in determining whether or not the student will be admitted. While Bowdoin is committed to enrolling students from overseas, the College does observe a strict budget when supporting non-residents. Therefore, admission for non-US citizens may take a family’s financial resources into consideration. To be eligible for financial assistance, international students must apply for aid when submitting their application for admission. All students who anticipate needing financial aid are required to complete an aid application. See Financial Aid, below, for more details. Since the fall of 2016, Bowdoin waives the application fee for any student applying for financial aid from the College, and/or for first-generation students (neither parent has a degree from a four-year institution).

More information is available at bowdoin.edu/admissions.

FINANCIAL AID

At Bowdoin, more than 46 percent of enrolled students receive some amount of grant assistance to help pay for college costs. Grant aid reduces billed charges on a dollar-for-dollar basis and does not require repayment. With the exception of transfer, international, and students admitted from the wait list, admission to Bowdoin is “need blind”—admission does not consider a student’s economic status. Bowdoin’s financial aid meets 100 percent of a student’s demonstrated need.

Eligibility for Bowdoin grant assistance is “need based,” determined through an analysis of income, asset, and other family information submitted on the CSS PROFILE, federal FAFSA, and federal income tax returns. Bowdoin does not offer merit-based scholarships or grants, with the exception of those awarded through the National Merit Scholarship program.

Bowdoin uses a proprietary need analysis system to determine grant eligibility, while state and federal assistance programs use the federal methodology (FM) formula. As such, awards may vary from college to college, depending on institutional policies and the formula used to determine need.

When determining institutional grant eligibility, Bowdoin evaluates each family’s financial capacity to contribute to college costs. Financial aid supplements family resources to enable students from all economic backgrounds to attend the College.

Bowdoin meets financial need with grant money from federal, state, and institutional sources, and a small work award. Eligible students and parents seeking assistance to pay remaining billed charges may elect to borrow from available loan programs. Most Bowdoin students work during the summer and approximately 70 percent work on campus during the academic year to pay for books, supplies, personal expenses, and travel.

In most cases, receipt of private scholarships from outside sources does not affect Bowdoin grant awards.

Financial aid eligibility is determined annually. Awards may increase or decrease from year to year due to changes in circumstances. Fairness and equitable treatment guide Bowdoin’s need- analysis practices. Families with similar financial circumstances receive similar levels of grant support.

For more information about Bowdoin’s Student Aid program, go to bowdoin.edu/studentaid.

EXPENSES

COLLEGE CHARGES

Fees for the 2018–2019 academic year are listed below. Travel, books, and personal expenses are not included; students must budget for such items on their own. For planning purposes, students and parents should anticipate that tuition and other charges will increase each year to reflect program changes and other cost increases experienced by the College.

	By Semester	Full Year
Tuition*	\$26,709	\$53,418
Housing	3,434	6,868
Board (19-meal plan)	3,915	7,830
Student Activities Fee*	252	504
Class Dues*:		
Seniors	30	60
Other classes	15	30

Health Insurance (*See Health Care section, page 14.*)

* *Required fees for all students.*

Off-Campus Study Fee

The College assesses a fee for participation in off-campus study programs. The fee for 2018–2019 is \$1,000 per program.

Registration and Enrollment

All continuing students are required to register for courses during registration “rounds” held during the prior semester in accordance with the schedules posted at the College. Any student who initially registers after the first week of classes must pay a \$50 late fee. All students are further required to submit an Enrollment Form by the end of the first week of classes. While registration places students in courses, the Enrollment Form serves to notify the College that the student is on campus and attending classes. A fee of \$50 is assessed for late submission of the Enrollment Form.

Payment of College Bills

By registering for courses, a student incurs a legal obligation to pay tuition and fees. This debt may be canceled only if a student officially withdraws from the College before the start of classes. Students’ accounts must be current (namely, payment of all outstanding balances, including any past due balances) for semester enrollment and course registration to occur. A student with a past due account will not be permitted to register for courses or to enroll without the written consent of the College. After the first week of classes, students who have not enrolled for any reason are dropped from courses. A student’s access to their residence hall, meal plan, and the library is deactivated at that time. The student is placed on an involuntary leave of absence for the semester (see Academic Standards and Regulations, pages 24–41). Degrees, diplomas, and transcripts are not available to students with overdue accounts.

Bills for tuition, board, room rent, and fees for the fall and spring semesters are generated and posted online in July and December, respectively. Bills are delivered electronically to students who are enrolled or participating in off-campus study programs. Email notifications are directed to the students' Bowdoin email accounts. Payment for each semester is due thirty days from the billing date.

Payment may be made by the semester due date, by installment payment plan over the course of the semester, or by combining the two options. Payment plans may be arranged with Tuition Management Systems (TMS); Bowdoin does not operate its own in-house payment plan. Credit cards are not accepted in payment of college charges.

Withdrawals and Refunds

Students leaving the College during the course of a semester are refunded tuition and fees based on the following schedule:

During the first two weeks	80%
During the third week.....	60%
During the fourth week.....	40%
During the fifth week.....	20%
Over five weeks	No refund

After adjustments for fixed commitments and applicable overhead expense, refunds for room and board are prorated on a daily basis in accordance with the student's attendance based on the College's calendar. Students who are dismissed from the College within the first five weeks for other than academic or medical reasons are not entitled to refunds.

College grants, in coordination with other funds received, will be credited in proportion to educational expenses, but in no case will they exceed total charges to be collected. Title IV funds (Federal Pell Grant, Federal Supplemental Grant, and Federal Direct Loans) will be refunded to the source in accordance with federal regulations and in the proscribed order. Federal funds are earned based on the number of days the student is in attendance for the semester. There is no federal refund after the student has attended 60 percent of the semester. Unearned Department of Defense Tuition Assistance funds are returned to the source on a proportional basis through at least the 60 percent portion of the period for which the funds apply. Refunds will be made within thirty days of the student's departure or date of determination of the student's departure, whichever is later.

In the case of a student who must withdraw because of activation for military service, the College will work to identify solutions that will not result in additional student debt for the required return of funds providing the student's bill was paid in full prior to the withdrawal.

Financial Aid

There are opportunities at Bowdoin to receive financial aid in meeting the charge for tuition. Information about scholarships and other financial aid may be found on page 11.

Room and Board

First-year students and sophomores are guaranteed housing and are required to live on campus. Entering first-year students may indicate their residence preferences online the summer preceding their arrival at Bowdoin. The Office of Residential Life coordinates housing accommodations for the remaining classes through a lottery system.

EXPENSES

Residence hall suites consist of bedroom(s) and a common room and are furnished with essential furniture. College property is not to be removed from the building or from the room in which it belongs; occupants are held responsible for any damage to their rooms or furnishings.

Board charges are the same regardless of whether a student eats at the Moulton Union or Thorne Hall. Students who live in Bowdoin facilities, except apartments and a few other student residences, are required to take a 19-meal, 14-meal, or 10-meal residential board plan. First-year students are required to take the 19-meal plan for their entire first year on campus. Students living in College apartments or off campus may purchase a 9-meal or declining balance board plan or one of the residential plans, if they choose.

Other College Charges

All damage to the buildings or other property of the College by persons unknown may be assessed equally on all residents of the building in which the damage occurred. The Student Activities Fee is set by the student government, and its expenditure is allocated by the Student Activities Fee Committee.

Health Care

The facilities of the Peter Buck Center for Health and Fitness and the Counseling Service are available to all students. All students must maintain health insurance coverage while enrolled at Bowdoin. The College offers its own policy for those students who do not carry comparable insurance. The College's policy provides year-round coverage, whether a student is enrolled at Bowdoin or in an approved off-campus study program. The full-year accident and sickness insurance plan costs \$1,895.

A pamphlet specifying the coverage provided by the student health policy is available from the health center and will be mailed in the summer preceding the policy year. Any costs not covered by the insurance will be charged to the student's account.

Motor Vehicles

All motor vehicles, including motorcycles and motor scooters, used on campus or owned and/or operated by residents of any College-owned residence, must be registered with the Office of Safety and Security. The registration decals cost \$40 and are valid for the academic year in which they are purchased. Vehicles must be reregistered each academic year. Students wishing to register a vehicle for a period of time less than one semester must make special arrangements with the Office of Safety and Security. All students maintaining motor vehicles at the College are required to carry adequate liability insurance. The College assumes no responsibility for the security of or damage to vehicles parked on campus. Parking on campus is limited and students will be assigned parking space based on availability. Comprehensive information regarding motor vehicles and campus parking is available at bowdoin.edu/security/parking/ and in the *Bowdoin College Student Handbook* online at bowdoin.edu/studentaffairs/student-handbook/.

A LIBERAL EDUCATION AT BOWDOIN COLLEGE

William DeWitt Hyde's "The Offer of the College" (page 9) spelled out a vision of the aspirations of a liberal education appropriate to the early twentieth century. Many elements of it still have currency more than one hundred years later. At the beginning of the twenty-first century, a vastly changed College in a dramatically altered world provides a related but expanded offer—of intellectual challenge and personal growth in the context of an active and engaged learning community closely linked to the social and natural worlds.

A liberal education cultivates the mind and the imagination; encourages seeking after truth, meaning, and beauty; awakens an appreciation of past traditions and present challenges; fosters joy in learning and sharing that learning with others; supports taking the intellectual risks required to explore the unknown, test new ideas, and enter into constructive debate; and builds the foundation for making principled judgments. It hones the capacity for critical and open intellectual inquiry—the interest in asking questions, challenging assumptions, seeking answers, and reaching conclusions supported by logic and evidence. A liberal education rests fundamentally on the free exchange of ideas—on conversation and questioning—that thrives in classrooms, lecture halls, laboratories, studios, dining halls, playing fields, and residence halls. Ultimately, a liberal education promotes independent thinking, individual action, and social responsibility.

Since its opening in 1802, Bowdoin has understood the obligation to direct liberal education toward the common good. In the twenty-first century, that obligation is stronger than ever. The challenge of defining a "common good" and acting on it is highlighted, however, in an interconnected world of widely varied cultures, interests, resources, and power. To prepare students for this complexity, a liberal education must teach about differences across cultures and within societies. At the same time, it should help students understand and respect the values and implications of a shared natural world and human heritage. By doing so, a liberal education will challenge students to appreciate and contend with diversity and the conflicts inherent in differing experiences, perspectives, and values at the same time that they find ways to contribute to the common project of living together in the world.

Although a liberal education is not narrowly vocational, it provides the broadest grounding for finding a vocation by preparing students to be engaged, adaptable, independent, and capable citizens.

A student in a residential liberal arts college is removed from many of the immediate responsibilities of daily adult life, making the four years of education extraordinarily privileged ones. Such an education, however, must engage that world—both contemporary and historical, both local and global. This engagement comes through individual and group research, service learning, volunteer activities, summer internships, off-campus study, and more.

The success of a Bowdoin education is evident in the capacity of graduates to be informed and critically analytic readers of texts, evidence, and conclusions; to be able to construct a logical argument; to communicate in writing and speaking with clarity and self-confidence; to understand the nature of artistic creation and the character of critical aesthetic judgment; to have the capacity to use quantitative and graphical presentations of information critically and confidently; and to access, evaluate, and make effective use of information resources in varied forms and media. These fundamental capacities serve as crucial supports for a commitment to active intellectual inquiry—to taking independent and multifaceted approaches to solving complex problems; knowing how to ask important and fruitful questions and to pursue answers critically and effectively; sharing in the excitement of discovery and creativity; and being passionately committed to a subject of study. Graduates should thus have the ability to engage competing views critically, to make principled judgments that inform their practice, and to work effectively with others as informed citizens committed to constructing a just and sustainable world.

THE MISSION OF THE COLLEGE

It is the mission of the College to engage students of uncommon promise in an intense full-time education of their minds, exploration of their creative faculties, and development of their social and leadership abilities in a four-year course of study and residence that concludes with a baccalaureate degree in the liberal arts.

Two guiding ideas suffuse Bowdoin's mission. The first, from the College of the eighteenth and nineteenth centuries, defines education in terms of a social vision. "Literary institutions are founded and endowed for the common good, and not for the private advantage of those who resort to them . . . but that their mental powers may be cultivated and improved for the benefit of society" (President Joseph McKeen's inaugural address, 1802); "To lose yourself in generous enthusiasms and cooperate with others for common ends . . . ; this is the offer of the College" (President William DeWitt Hyde, 1903). The second idea stresses the formation of a complete individual for a world in flux: there is an intrinsic value in a liberal arts education of breadth and depth, beyond the acquisition of specific knowledge, that will enable a thinking person "to be at home in all lands and all ages" (President Hyde).

At the root of this mission is selection. First, and regardless of their wealth, Bowdoin selects men and women of varied gifts; diverse social, geographic, and racial backgrounds; and exceptional qualities of mind and character. Developed in association with one another, these gifts will enable them to become leaders in many fields of endeavor. Second, it recruits faculty members of high intellectual ability and scholarly accomplishment who have a passion for education, both of undergraduates and of themselves, as life-long creators and pursuers of knowledge.

The College pursues its mission in five domains:

1. Intellectual and Academic

The great mission of the College is to instill in students the love, the ways, and the habit of learning.

General education in the liberal arts. The academic disciplines are specialized modes of inquiry through which human beings perceive and intellectually engage the world. Both their power and their limits have led the College to make a long-standing commitment to general education. Specialist faculty cause non-specialist students to become critically acquainted with the perspectives and methods of disciplines in three general divisions of learning: the natural sciences, the humanities and the arts, and the social sciences. The College also sustains programs of interdisciplinary study to reveal complicated realities not disclosed by any single discipline. It requires study outside the perspectives of Europe and the West; and it encourages study abroad to foster students' international awareness and linguistic mastery.

The major field of study and independent work. Bowdoin places particular emphasis on the academic major, a concentrated engagement with the method and content of an academic discipline, in which advanced students take increasing intellectual responsibility for their own education. The College provides opportunities for honors projects and independent study, enabling students to engage in research and writing under the guidance of faculty mentors. The arrangement of teaching responsibilities of Bowdoin faculty presupposes professional duties not only of original scholarship and creative work but also of supervision of advanced student projects.

Essential skills. The unevenness of American secondary education, the diversity of student backgrounds, and the demands of college-level work and effective citizenship all require that the College enable students to master essential quantitative and writing skills and skills of oral communication, with the guidance of faculty, other professionals, and qualified student peers.

The College believes that technology is not education, but that it is changing both education and society; and that it must be embraced by pedagogy and research and made easily and dependably available to students, faculty, and staff.

2. Social and Residential

Bowdoin students are selected from a large pool of applicants for their intellectual ability, seriousness of purpose, and personal qualities. By design, they differ widely in their backgrounds and talents—be they artistic, athletic, scientific, or otherwise. To enable such students to learn from each other, and to make lasting friendships, the College is dedicated to creating a rewarding and congenial residence life, open to all students, which, with communal dining, is at the core of the mission of a residential college. Bowdoin's system is based on residence halls linked to restored, medium-sized, self-governing former fraternity houses.

The College devotes the talent of staff and faculty, and of students themselves, to the creation of opportunities for student growth and leadership in these residential contexts, reinforced by many volunteer programs and activities, student-run campus organizations, and opportunities to plan careers.

3. Athletic

Intercollegiate athletic competition against colleges with shared academic values, and other non-varsity sports, can foster self-control, poise, leadership, good health, and good humor. Bowdoin encourages student participation in professionally coached varsity and club programs, as well as intramural sports, and in an outing club program that enables students to explore and test themselves in Maine's rivers and forests and on its seacoast and islands.

4. Esthetic and Environmental

The College is dedicated to constructing and preserving buildings and campus spaces of the highest quality, believing that their beauty and serenity shape campus intellectual and esthetic life and inform the sensibilities of students who as graduates will influence the quality of spaces and buildings in their towns, businesses, and homes. A quadrangle of oaks and pines, ringed with historic architecture, and containing two museums with major collections of art and Arctic craft, deepens a Bowdoin student's sense of place, history, and civilization.

As a liberal arts college in Maine, Bowdoin assumes a particular responsibility to use nature as a resource for teaching and engaging students—notably to help them obtain a broad sense of the natural environment, local and global, and the effects and the role of human beings regarding it.

5. Ethical

Implicit in and explicit to its mission is the College's commitment to creating a moral environment, free of fear and intimidation, and where differences can flourish. Faculty and students require honesty in academic work. Coaches instruct that fatigue and frustration are no excuse for personal fouls. Deans and proctors set standards of probity and decency and enforce them, with student participation, in College procedures. Yet, recognizing that life will

THE MISSION OF THE COLLEGE

present graduates with ambiguities that call for certainty less than for balance and judgment, Bowdoin makes few decisions for students, academically or socially—perhaps fewer than do many other residential colleges. It does so believing that students grow morally and sharpen personal identity by exercising free individual choice among varied alternatives, curricular and social. But the College also causes these decisions to occur in a context of density and variety—of ideas, artistic expression, and exposure to other cultures and other races—so that personal identity will not become an illusion of centrality.

Bowdoin College seeks to be a fair, encouraging employer of all those who serve the institution, providing opportunities for professional development, promotion and personal growth, and recognizing the value of each individual's contribution to its educational mission.

From its history of more than two hundred years and its inheritance of buildings and endowment that are the gifts of Bowdoin alumni there derives a corollary. If the College is to pursue its educational purposes in perpetuity, its mission is also a provident and prudential one. Succeeding generations of members of the College must carry the costs of their own enjoyment of its benefits; as alumni they remain a part of Bowdoin, assuming responsibility for renewing the endowments and buildings that will keep Bowdoin a vital, growing educational force for future generations of students and faculty.

Finally, Bowdoin's intellectual mission is informed by the humbling and cautionary lesson of the twentieth century: that intellect and cultivation, unless informed by a basic sense of decency, of tolerance and mercy, are ultimately destructive of both the person and society. The purpose of a Bowdoin education—the mission of the College—is therefore to assist a student to deepen and broaden intellectual capacities that are also attributes of maturity and wisdom: self-knowledge, intellectual honesty, clarity of thought, depth of knowledge, an independent capacity to learn, mental courage, self-discipline, tolerance of and interest in differences of culture and belief, and a willingness to serve the common good and subordinate self to higher goals.

THE CURRICULUM

Bowdoin offers a course of study leading to the degree of bachelor of arts. Bowdoin students must design an education in the context of their own developing goals and aspirations and in relation to the College's vision of a liberal education, its distribution and division requirements, and the requirements of a major field of study. The College requires students to seek breadth in their education through a set of distribution and division requirements that stimulate students to navigate the curriculum in ways that encourage exploration and broaden students' capacities to view and interpret the world from a variety of perspectives.

To graduate, a student must also complete an approved major. The major program challenges students to develop a deeper understanding and self-assurance as independent and creative contributors to an area of study. Students choose a major, using the departmental, coordinate, or interdisciplinary approaches available at Bowdoin, as a way to engage a discipline in depth.

The College's curriculum introduces students to academic disciplines that bring conceptual and methodological traditions to bear in teaching disciplined inquiry, analysis, argument, and understanding. Throughout their four years, students build intellectual capabilities, self-confidence as independent thinkers and problem-solvers, and come to know the pleasures of discovering and developing proficiencies in new areas of knowledge. A liberal education founded in both breadth and depth teaches students how to continue learning as the world changes and demands new perspectives, knowledge, and skills.

Designing an education is an education in itself. The most fulfilling liberal arts education cannot be fully planned before the first day of class because such mapping would not permit the many new paths for exploration that students discover as they learn about unfamiliar fields, find exciting questions and ideas, and uncover unanticipated interests and talents. Nor can a challenging education emerge if a student selects courses one by one each semester; a liberal education is much more than the sum of thirty-two credits. Bowdoin College permits a wide set of choices to enable students to broaden their views of the world and of their own talents and interests, and to deepen their knowledge and capacities. Designing an education thus requires self-examination, careful thought, substantial flexibility, some intellectual daring, and the wise counsel of academic advisors.

A vital part of the educational experience takes place in the interaction between students and their academic advisors. Each student is assigned a pre-major academic advisor at the start of the first year. The pre-major academic advising system is intended to help students take full advantage of the first two years at Bowdoin and begin to plan the remaining years.

It provides a framework within which a student can work with a faculty member to make informed academic decisions. Such a partnership is particularly important during the period of transition and adjustment that typically takes place during the first year in college. Academic advisors may make recommendations about courses, combinations of courses, or direct students toward other resources of the College. They may also play a role at moments of academic difficulty. The effectiveness of the system depends on the commitment of the student and the advisor. Students must declare their majors in the fourth semester of their college enrollment and afterwards are advised by members of their major departments.

ACADEMIC REQUIREMENTS FOR THE DEGREE

To qualify for the bachelor of arts degree, a student must have:

- successfully passed thirty-two full-credit courses (or the equivalent);
- spent four semesters (successfully passed sixteen credits) in residence, at least two semesters of which have been during the junior and senior years;
- completed a first-year seminar; this should normally be completed by the end of the first semester and must be completed by the end of the second semester in college;
- completed at least one full-credit course (or the equivalent) in each of the following five distribution areas—mathematical, computational, or statistical reasoning; inquiry in the natural sciences; exploring social differences; international perspectives; and visual and performing arts; these should normally be completed by the end of the fourth semester in college (the end of the student's sophomore year);
- completed at least one full-credit course (or the equivalent) in each of the following three divisions of the curriculum—natural science and mathematics, social and behavioral sciences, and humanities (in addition to the required course in the visual and performing arts); and
- completed an approved major.

No student will ordinarily be permitted to remain at Bowdoin for more than nine semesters of full-time work.

DISTRIBUTION REQUIREMENTS

Students must take at least one full-credit course (or the equivalent) for a letter grade (unless the course is only graded Credit/D/Fail, i.e., some courses in theater and dance and music) in each of the following five distribution areas:

- *Mathematical, Computational, or Statistical Reasoning (MCSR)*. These courses enable students to use mathematics and quantitative models and techniques to understand the world around them either by learning the general tools of mathematics and statistics or by applying them in a subject area.
- *Inquiry in the Natural Sciences (INS)*. These courses help students expand their understanding of the natural sciences through practices associated with questioning, measuring, modeling, and explaining the natural world.
- *Exploring Social Difference (ESD)*. These courses develop awareness and critical understanding of differences in human societies (such as class, environmental resources, ethnicity, gender, race, religion, and sexual orientation). ESD courses build the analytic skills to examine differences within a society and the ways they are reflected in and shaped by historical, cultural, social, political, economic, and other processes.
- *International Perspectives (IP)*. These courses assist students in developing a critical understanding of the world beyond the United States. IP courses provide students with the tools necessary to analyze non-US cultures, societies, and states (including indigenous societies and sovereign nations within the United States and its territories), either modern or historical.

- *Visual and Performing Arts (VPA)*. These courses help students expand their understanding of artistic expression and judgment through creation, performance, and analysis of artistic work in the areas of dance, film, music, theater, and visual art.

First-year seminars, independent study courses, and honors projects do not fulfill any of the five Distribution Requirements. Further, these requirements may not be met by Advanced Placement or International Baccalaureate credits and may only be satisfied with courses taken at Bowdoin. These requirements should be completed by the end of the student's fourth semester in college. A course will be counted as meeting a Distribution Requirement if a student earns a grade of D or better; courses will only be counted if they are taken for a letter grade, though courses will count if they are required to be taken for a Credit/D/Fail grade. Students may not count the same course toward more than one Distribution Requirement. Also note that the requirement of completing a first-year seminar will only be met if the seminar is taken for regular letter grades.

DIVISION REQUIREMENTS

Students must take at least one full-credit course (or the equivalent) from each of the following three divisions of the curriculum:

- *Natural Science and Mathematics*
- *Social and Behavioral Sciences*
- *Humanities*

Like the Distribution Requirements, Division Requirements may not be met by Advanced Placement or International Baccalaureate credits and may only be satisfied with courses taken at Bowdoin. A course will be counted as meeting a Division Requirement if a student earns a grade of D or better; courses will only be counted if they are taken for a letter grade, though courses will count if they are required to be taken for a Credit/D/Fail grade. With one exception, students may count the same course to meet a division and a distribution requirement. The exception is a course that is designated to meet the humanities division requirement and the visual and performing arts distribution requirement; students may not count such a course to meet both requirements.

THE MAJOR PROGRAMS

Students may choose one of six basic patterns to satisfy the major requirement at Bowdoin: a departmental major, two departmental majors (a double major), a coordinate major, an interdisciplinary major, a student-designed major, or any of the preceding with a departmental minor. The requirements for completing specific majors and minors in each department are presented in detail in the section beginning on page 46. Interdisciplinary majors are described beginning on page 89. In certain majors, students declare a concentration, which is a focused course of study within a broader major.

Students should have ample time to be exposed to a broad range of courses and experiences before focusing their educational interests and so do not declare their majors until the fourth semester of their college enrollment. Normally, students are required to declare their majors before registering for courses for the junior year or applying to participate in junior- or senior-year off-campus study programs. Students declare their majors only after consultation with a major academic advisor(s). Since some departments have courses that must be passed or criteria that must be met before a student will be accepted as a major, students are encouraged

to think well in advance about possible majors and to speak with faculty about their educational interests. Students may change their majors after consultation with the relevant departments, but they may not declare a new major after the first semester of the senior year. Special procedures exist for student-designed majors. These are described below.

Departmental and Program Majors

Departmental and program majors are offered in the following areas:

Africana Studies	Hispanic Studies
Anthropology	History
Art History	Italian Studies
Asian Studies	Latin American Studies
Biochemistry	Mathematics
Biology	Music
Chemistry	Neuroscience
Classics	Performance Arts
Computer Science	Philosophy
Earth and Oceanographic Science	Physics
Economics	Psychology
English	Religion
Francophone Studies	Romance Languages and Literatures
Gender, Sexuality, and Women's Studies	Russian
German	Sociology
Government and Legal Studies	Visual Arts

A student may choose to satisfy the requirements of one department or program (single major) or to satisfy all of the requirements set by two departments or programs (double major). A student who chooses a double major may drop one major at any time.

Coordinate Major

The coordinate major encourages specialization in an area of learning within the framework of a recognized academic discipline. Coordinate majors are offered in education and environmental studies. For a specific description of these majors, see pages 74 and 79.

Interdisciplinary Major

Interdisciplinary majors are designed to tie together the offerings and major requirements of two separate departments by focusing on a theme that integrates the two areas. Such majors usually fulfill most or all of the requirements of two separate departments and usually entail a special project to achieve a synthesis of the disciplines involved.

Anticipating that many students will be interested in certain patterns of interdisciplinary studies, several departments have specified standard requirements for interdisciplinary majors. These are:

Art History and Archaeology	English and Theater
Art History and Visual Arts	Mathematics and Economics
Chemical Physics	Mathematics and Education
Computer Science and Mathematics	Physics and Education

For complete descriptions of these interdisciplinary majors, see pages 89–97.

Student-Designed Major

Some students may wish to pursue a major program that does not fit the pattern of a departmental major, a coordinate major, or an interdisciplinary major. In such cases, a student may work with two faculty members to develop a major program that demonstrates significant strength in at least two departments. Such strength is to be shown in both the number and pattern of courses involved. A synthesizing project is required. Guidelines for the development of student-designed majors are available from the Office of the Registrar. Student-designed majors require the approval of the Curriculum Implementation Committee. Students must submit their proposals to the Curriculum Implementation Committee by December 1 of their sophomore year.

The Minor

Most departments and programs offer one or more minor programs consisting of no fewer than four courses and no more than seven courses, including all prerequisites. A minor program must be planned with the student's minor department no later than the end of the first semester of the senior year. A minor may be dropped at any time.

The following departments and programs offer a minor:

Africana Studies	Gender, Sexuality, and Women's Studies
Anthropology	German
Art (Art History or Visual Arts)	Government and Legal Studies
Asian Studies (Asian Studies, Chinese, or Japanese)	History
Biology	Latin American Studies
Chemistry	Mathematics
Cinema Studies*	Music (Music or Music Performance)
Classics (Archaeology, Classical Studies, Classics, Greek, or Latin)	Philosophy
Computer Science	Physics
Dance	Psychology
Earth and Oceanographic Science	Religion
Economics (Economics or Economics and Finance)	Romance Languages and Literatures (Francophone Studies, Hispanic Studies, or Italian Studies)
Education	Russian
English	Sociology
Environmental Studies	Theater

* *This program only offers a minor.*

ACADEMIC STANDARDS AND REGULATIONS

INFORMATION ABOUT COURSES

Course Credit

Most Bowdoin courses earn one full credit, which is equal to four semester hours, and are considered to have equal weight toward degree requirements. A few courses, such as music performance courses, generally earn one-half credit each. In accordance with federal regulations, Bowdoin courses that count for one credit typically meet for three hours a week, with the expectation that a minimum of nine additional hours a week will be spent in lab, discussion group, film viewings, or preparatory work.

Course Load

All students at Bowdoin are full-time students and, in order to make normal progress toward the degree, are expected to register for no fewer than four credits each semester. Students may not take fewer than three credits per semester without approval from the Recording Committee; first-year students may not take fewer than four credits per semester without the approval of both their academic advisor and the dean of first-year students. Students may not take more than five credits without approval from their academic advisor(s) and dean. Students may not take more than four credits while on academic probation without approval from the Recording Committee. Seniors may be required to take one course per semester in their major department, at the department's discretion. Students should note that if they choose to take three courses, they may not elect Credit/D/Fail for any of them, as per the Credit/D/Fail policy (see page 29). Taking courses Credit/D/Fail may impact a student's ability to qualify for awards such as the Sarah and James Bowdoin Scholars (see page 31). Bowdoin College also admits a small number of special students each year. These students may follow alternative policies guiding course load and other rules. Please contact the Office of Admissions or the Office of the Registrar for more information.

No extra tuition charge is levied upon students who register for more than four credits, and, by the same token, no reduction in tuition is granted to students who choose to register for fewer than four credits during any of their eight semesters at Bowdoin. A student may be granted a tuition reduction for taking fewer than three credits only if a ninth semester is required to complete the degree and they have previously been a full-time Bowdoin student for eight semesters. All such appeals should be made in writing to the dean of student affairs and the head of finance and administration.

Attendance and Examinations

Students are expected to attend the first meeting of any course in which they are registered. Students who do not attend the first meeting may be dropped from the course at the discretion of the instructor, but only if the course was officially full before the first day of the semester. Regular attendance at classes is expected and individual instructors may establish specific attendance expectations. At the beginning of each semester, instructors will make clear to students the attendance regulations of each course. If expectations are unclear, students should seek clarification from their instructors.

Attendance at examinations is mandatory. An absence from any examination, be it an hour examination or a final examination, may result in a grade of F. In the event of illness or other unavoidable cause of absence from examinations, instructors may require documentation of excuses from the Office of the Dean of Students after consultation with the Health Center or the Counseling Service. Students bear ultimate responsibility for arranging make-up or substitute course work. In unusual cases (family and personal emergencies, illness, etc.), examinations may be rescheduled by agreement of the course instructor and a dean.

Final examinations of the College are held at the close of each semester and must be given according to the schedule determined each semester by the Office of the Registrar. Extra classes may only be scheduled during Reading Period with permission from the dean for academic affairs. All testing activity is prohibited during Reading Period including but not limited to take-home exams, final exams, and hour exams.

All academic work, except for final examinations, final papers, final lab reports, and final projects, is due on or before the last day of classes; although instructors may set earlier deadlines, they may not set later deadlines. All final academic work, including final examinations, final papers, final lab reports, and final projects, is due at or before 5:00 p.m. on the last day of the final examination period; although instructors may set earlier deadlines, they may not set later deadlines. In all cases, students should consult their course syllabi for specific deadlines for specific courses. The deadline for submitting final, approved honors projects for the Library is determined by the College.

Athletics and other extracurricular activities do not exempt students from the normal policies governing attendance at classes and examinations. When conflicts arise, students should immediately discuss possible alternatives with course instructors. At times, however, students may find themselves having to make serious choices about educational priorities.

A student with three one-hour examinations in one day or three final examinations in two days may reschedule one for a day mutually agreeable to the student and the instructor. To initiate this change during final exams only, students must obtain an Examination Rescheduling Form from the Office of the Registrar at least two weeks in advance of the conflicting exams. For examinations taking place during the semester, students should make arrangements directly with the faculty members. Other changes may be made for emergencies or for educational desirability, but only with the approval of the Office of the Dean of Students.

In recognition of Bowdoin's commitment to a diverse and inclusive student body and the variety of religions observed and practiced by our students, faculty are encouraged to avoid conflicts between in-class examinations and other significant academic work and major religious holidays. The calendar below was developed in collaboration with the director of religious and spiritual life and includes major observances of the officially recognized religious groups at Bowdoin.

Students are expected to declare their intention to observe religious holidays at the beginning of the semester, and to work with an instructor when there is a conflict with a scheduled examination, paper, or project due date and a significant religious holiday observed by the student so that, when warranted, alternative arrangements for completing the work may be made.

Students or faculty who have any questions regarding how best to balance the academic calendar alongside religious observances are encouraged to consult with the director of religious and spiritual life.

2018–2019

August 21–22, Tues.–Wed.	Eid al-Adha, begins at sundown
September 9–11, Sun.–Tues.	Rosh Hashanah, begins at sundown on September 9 and concludes at sundown on September 11
September 18–19, Tues.–Wed.	Yom Kippur, begins at sundown on September 18 and concludes at sundown on September 19
April 19, Friday	Good Friday
April 19–27, Fri.–Sat.	Passover, begins at sundown on April 19 and concludes at sundown on April 27
April 21, Sunday	Easter
May 6, Wednesday	Ramadan, begins at first light on May 6 and concludes at last light on June 5

Course Registration and Course Changes

Students register for courses each semester by obtaining their academic advisor's approval of their course requests and submitting them by the deadline specified by the Office of the Registrar. An advisor's release of the "Advisor Hold" in Polaris indicates that the advisor and student have discussed the student's course selections. Since most courses have maximum and minimum registration limits as well as registration priorities, students cannot assume they will be registered for their top-choice courses. Consequently, students should participate in all available "rounds" of registration to have their alternate course choices considered and to make adjustments to their schedules. For more information on advising, please see bowdoin.edu/studentaffairs/student-handbook/academic-program-and-advising.

Registration for continuing students occurs at the end of the prior semester, generally about six weeks before final examinations. Registration for first-year and transfer students occurs during orientation. Students who are studying away are strongly encouraged to register at the same time as students who are on campus; the Office of the Registrar provides registration instructions and information at bowdoin.edu/registrar and sends registration instructions to students at their Bowdoin email addresses. Registration in courses is complete only when students submit the Enrollment Form, which must be submitted by the end of the first week of classes. This form verifies that a student is on campus and attending classes. A student who does not submit the Enrollment Form may be removed from all classes and barred from using many of the services of the College including but not limited to, dining services, library services, and fitness services. Enrollment Forms submitted late are subject to a \$50 fine. Any student who registers initially for courses after the first week of classes must pay a \$50 late fee.

Students may adjust their course schedules by participating in the course add/drop process. Instructions for this process are provided by the Office of the Registrar. An instructor will allow a student to add a course if the following three conditions have been met: (1) the student has the necessary qualifications, including but not limited to the course prerequisites; (2) the student and instructor have agreed on how missed class material and assignments will be managed; (3) there is room in the course or the instructor may choose to override the class enrollment limit and allow additional students to register. Normally, no course may be added after the second week of classes. Students may drop courses without permission during the first

two weeks of the semester. Students in their first semester at Bowdoin may drop courses in the third through the sixth weeks with the permission of their dean and advisor. Students in their second semester or later may drop a total of two courses in their Bowdoin career during weeks three through six of a semester with the permission of their academic advisor. This is a serious decision that can impact the completion of a student's education and should only be made in extenuating circumstances. If a student has previously dropped two courses after the second week of the semester in their second semester or beyond, the student will need to petition the Recording Committee for subsequent requests to drop a course during that period. At no time may a student drop below three courses during any semester without permission from the Recording Committee. Any student who wants to add a course after the two-week deadline must also petition the Recording Committee. Generally, petitions are only approved if the student can show extreme personal or medical reasons for the lateness of the change. Any course dropped between the first week and end of the sixth week of the semester through Extended Drop will not appear on a student's transcript; anything dropped by the Recording Committee will appear on the transcript with a grade of W (for Withdrawn). In order to add a course late, a student must have been attending the course from the very beginning of the semester and have instructor permission. Documentation may be required. Course changes approved by the Recording Committee will require payment of a \$50 late fee per change, unless the change is made for reasons outside the control of the student.

Students will not receive a grade for a course unless they have completed all steps to register for or add the course. Also, students will receive a failing grade for a course they stop attending unless all steps to drop the course have been completed before the deadline. Students are expected to monitor their records in Polaris (polaris.bowdoin.edu), the College's student information system; this includes monitoring the courses for which they are registered. Students bear ultimate responsibility for completing the processes that provide the College with an accurate record of their course schedule.

Auditing courses is a privilege extended to students, employees of the College, and community members. Auditors must obtain permission from the course instructor before attending the first class and follow their guidelines regarding in-class participation. Auditors are generally not permitted in full courses and are not allowed to attend first-year seminars. The College reserves the right to restrict the number of courses audited by any one person and to limit the total number of auditors on campus at any particular time. Transcripts are not offered for audited courses.

Independent Study

With approval of a project director, normally a faculty member, a student may elect a course of independent study for which regular course credit will be given. A department will ordinarily approve one or two semesters of independent study. Where more than one semester's credit is sought for a project, the project will be subject to review by the department at the end of the first semester. In special cases that have the support of the department, credit may be extended for additional semester courses beyond two.

There are normally two levels of independent study and each should be registered for using a paper registration form under the appropriate course number. A directed reading course designed to allow a student to explore a subject not currently offered within the curriculum shall be numbered 2970–2998. An independent study that will culminate in substantial and original research or in a fine arts, music, or creative writing project shall be numbered 4000–4028. If a student, in consultation with a department, intends to pursue honors, the student can register for an appropriate honors project course number, 4050–4079. If a department

ACADEMIC STANDARDS AND REGULATIONS

determines that a project does not meet the standards for honors, the course number(s) for one or two semesters of independent study will be changed to 4000–4028. Collaborative studies allow students to work in small groups guided by a member of the faculty. Intermediate collaborative studies are numbered 2999; advanced collaborative studies are numbered 4029. Independent and collaborative studies may not be taken on a Credit/D/Fail basis.

In independent study and honors courses that will continue beyond one semester, instructors have the option of submitting at the end of each semester, except the last, a grade of S (for Satisfactory) in place of a regular letter grade. An S grade must be converted to a regular letter grade by the end of the subsequent term. All independent study grades must be regular letter grades by the end of the project's final semester.

Course Grades

Course grades are defined as follows:

- A, the student has mastered the material of the course and has demonstrated exceptional critical skills and originality;
- B, the student has demonstrated a thorough and above average understanding of the material of the course;
- C, the student has demonstrated a thorough and satisfactory understanding of the material of the course;
- D, the student has demonstrated a marginally satisfactory understanding of the basic material of the course (only a limited number of D grades may be counted toward the requirements for graduation); and
- F, the student has not demonstrated a satisfactory understanding of the basic material of the course.
- Plus (+) or minus (–) modifiers may be added to B and C grades; only the minus (–) modifier may be added to the A grade.

Courses that are dropped through the Recording Committee will be indicated with a W (for Withdrawn) on the student's transcript.

Faculty report grades to the Office of the Registrar at the close of the semester. Each student in each course must be given a grade by the grade submission deadline as established by the registrar. Grade reports are available to students in Polaris shortly after the grade submission deadline.

Once reported, no grade is changed (with the exception of clerical errors) without the approval of the Recording Committee. Recorded grades cannot be changed on the basis of additional student work without approval of the Recording Committee. If students are dissatisfied with a grade received in a course, they should discuss the problem with the instructor. If the problem cannot be resolved in this manner, the student should consult with the chair of the department and, if necessary, with an associate dean in the Office of the Dean for Academic Affairs who will consult with the department as needed. The student may request a final review of the grade by the Recording Committee.

Most departments will not accept as prerequisites, or as satisfying the requirements of the major, courses for which a grade of D has been given. Questions should be referred directly to the department chair. Students who receive a grade of D or F in a course may retake the course. Both courses and both grades will appear on the transcript, but only one course credit

will be given for successful completion of a given course. For grades recorded prior to Fall 2013, only the first grade earned in a repeated course is counted in a student's GPA; beginning with grades recorded for Fall 2013, all grades earned in repeated courses are counted in a student's GPA. Bowdoin does not round up semester or cumulative GPAs. Instead, GPAs are truncated to display the first three decimals.

Credit/D/Fail Option

A student may choose to take a limited number of courses with the Credit/D/Fail grading option, as opposed to earning regular letter grades. A course may be changed from letter grades to Credit/D/Fail or vice versa up until the end of the sixth week of classes using the process established by the Office of the Registrar. When a student chooses the Credit/D/Fail grading option, a grade of CR (Credit) is given if the student produces work at a level of C- or above, a grade of D is given if the student produces work at a D level, and a grade of F is given otherwise.

In any given semester, a student must be registered for a minimum of 4.0 total credits to elect the Credit/D/Fail grading option for a course. A student who has 5.0 or more credits in their semester course load may elect to take an additional course on a Credit/D/Fail basis. A student may elect the Credit/D/Fail grading option for up to four courses within the 32 credits required for graduation; courses in excess of the 32 credits required may be taken Credit/D/Fail beginning with the semester following the one in which the 32 credits are completed and as long as the semester course load totals 4.0 credits or more. No more than two courses per semester can be taken Credit/D/Fail after the required 32 credits are earned. Courses that are only graded Credit/D/Fail (music ensemble and dance and theater performance courses, as examples) are not counted within these restrictions. Please note that taking courses Credit/D/Fail may impact eligibility for the Sarah and James Bowdoin Scholar award.

Most departments and programs require that all courses taken to satisfy requirements for the major or minor be taken for regular letter grades. Courses taken to satisfy the College's first-year seminar requirement must be graded with regular letter grades, and courses satisfying distribution and division requirements must also be taken for regular letter grades (unless CR, D, and F are the only grades given for the course). An independent study, collaborative study, or honors project must be graded with regular letter grades.

A grade of CR (Credit) will not count toward a student's GPA. A grade of D or F received on the Credit/D/Fail grading scale will count toward a student's GPA, and it will count toward academic standing (probation, suspension, and dismissal).

Incompletes

The College expects students to complete all course requirements as established by instructors. In unavoidable circumstances (personal illness, family emergency, etc.) and with approval of the dean of students and the instructor, a grade of INC (Incomplete) may be recorded.

An Incomplete represents a formal agreement among the instructor, a dean, and the student for the submission of unfinished course work under prescribed conditions. Students must initiate their request for an Incomplete on or before the final day of classes by contacting a dean. If the Incomplete Agreement Form has not been approved and received in the Office of the Registrar by the grade submission deadline and no other grade has been assigned, a grade of F will be recorded. If the Incomplete Agreement Form has been approved and signed by all necessary individuals, a date is set by which time all unfinished work must be submitted. In all cases, students are expected to finish outstanding course work in a period of time roughly equivalent to the period of distraction from their academic commitments. In no case will this

period of time extend beyond the end of the second week of classes of the following semester. The instructor should submit a final grade within two weeks of this date. If the agreed-upon work is not completed within the specified time limit, the Office of the Registrar will change the Incomplete to Fail or ask the instructor to give a grade based on work already completed. Extensions must be approved by the dean of student affairs. Any exceptions to these rules may require approval of the Recording Committee.

Comment and Failure Cards

Faculty communicate the progress of students in their classes periodically through Comment Cards. These written observations alert students, academic advisors, athletic coaches, and the deans in the Office of the Dean of Students to potential problems confronting students. They can also be used by faculty to highlight improvement or successes. Students should view Comment Cards as academic progress reports providing warnings or highlighting achievements. When a Comment Card provides a warning, the student should immediately seek out their instructor to discuss strategies for improvement. Academic advisors and deans can also be very helpful in developing strategies for improvement and identifying existing support services and resources, but it is the student's responsibility to seek out each of these people. Not all course instructors utilize Comment Cards, so students should not rely on this form of communication as their only source of feedback regarding their progress or standing in a course.

At the end of each semester, instructors issue Failure Cards to students who fail courses. These notations provide precise reasons for a student's failing grades. Students and academic advisors generally find these comments instructive as they plan future course work.

Transcripts

The Office of the Registrar will furnish official transcripts upon receipt of a request through the National Student Clearinghouse that includes the student's signature. There is no charge for transcripts unless it is requested that materials be sent by an overnight delivery service. Current students may access their unofficial academic history via Polaris.

Statement of Student Responsibility

The College's *Academic Handbook: Policies and Procedures* is available online to every Bowdoin student at bowdoin.edu/academic-handbook. Also, students have access to their academic records on Polaris, the College's student information system. In all cases, the student bears ultimate responsibility for reading and following the academic policies and regulations of the College and for notifying the Office of the Registrar of any problems in their records.

THE AWARD OF HONORS

General Honors

General honors (or Latin honors) are awarded with the degree on the basis of an average of all grades earned at Bowdoin, with a minimum of sixteen credits required for the computation. To compute the average, an A is assigned four points; a B, three points; a C, two points; a D, one point; and an F, zero points. Plus (+) or minus (–) modifiers add or subtract three-tenths of a point (0.3). Half-credit courses are weighted as one-half course. Credit grades (CR) are omitted from the computation, but a D or F grade received in a course taken on a Credit/D/Fail basis does count. In the case of a course taken at Bowdoin one or more times prior to

Fall 2013, only the first grade is included; beginning with grades recorded for Fall 2013, all grades earned in repeated courses are included. The resulting grade point average (GPA) is not rounded but truncated to display the first three decimals. A degree *summa cum laude* is awarded to the top 2 percent of the graduating class as calculated by GPA; a degree *magna cum laude* is awarded to the top 8 percent of the graduating class as calculated by GPA; and a degree *cum laude* is awarded to the top 20 percent of the graduating class as calculated by GPA. It is Bowdoin's policy not to disclose the GPA ranges that determine Latin Honors as they shift with each class.

Departmental Honors: The Honors Project

The degree with a level of honors in a major subject is awarded to students who have distinguished themselves in course work in the subject and in an honors project. The award is made by the faculty upon recommendation of the department or program.

The honors project offers seniors the opportunity to engage in original work under the supervision of a faculty member in their major department or program. It allows qualified seniors to build a bridge from their course work to advanced scholarship in their field of study through original, substantial, and sustained independent research. The honors project can be the culmination of a student's academic experience at Bowdoin and offers an unparalleled chance for intellectual and personal development.

Students who have attained a specified level of academic achievement in their field of study by their senior year are encouraged to petition their department or program to pursue an honors project carried out under the supervision of a faculty advisor. The honors project usually takes place over the course of two semesters; some departments allow single-semester honors projects. The honors project results in a written thesis and/or oral defense, artistic performance, or showing, depending on the student's field of study. Students receive a grade for each semester's work on the honors project and may be awarded a level of honors in their department or program, as distinct from general honors.

The honors project process differs across departments and programs in terms of qualification criteria, requirements for completion, the level of honors awarded, and the use of honors project credits to fulfill major course requirements. Students must complete an honors project to be eligible for departmental or program honors. If a student, in consultation with a department, intends to pursue honors, the student will register for an appropriate honors project course number, 4050–4079. All written work accepted as fulfilling the requirements for departmental honors is to be deposited in the College Library. If students do not fulfill the requirements for completion of the honors project but carry out satisfactory work for an independent study, they will receive independent study credit for one or two semesters and the course number will be changed to 4000–4028.

Sarah and James Bowdoin Scholars (Dean's List)

Sarah and James Bowdoin scholarships, carrying no stipend, are awarded in the fall on the basis of work completed the previous academic year. The award is given to the top 20 percent of students, as calculated by grade point average (GPA). Eligible students are those who completed the equivalent of eight full-credit Bowdoin courses during the academic year, six credits of which were graded with regular letter grades and seven credits of which were graded with regular letter grades or non-elective Credit/D/Fail grades. In other words, among the eight required full-credit courses or the equivalent, a maximum of two credits may be graded Credit/D/Fail, but only one credit may be for a course(s) the student elected to take with the Credit/D/Fail grading option. Grades for courses taken in excess of eight credits are included

ACADEMIC STANDARDS AND REGULATIONS

in the GPA. For further information on the College's method for computing GPA, consult the section on General Honors on page 30.

A book, bearing a replica of the early College bookplate serving to distinguish the James Bowdoin Collection in the Library, is presented to every Sarah and James Bowdoin Scholar who has earned a GPA of 4.00.

Students who receive College honors have their names sent to their hometown newspaper by the Office of Communications and Public Affairs. Students not wishing to have their names published should notify the office directly.

It is Bowdoin's policy not to disclose the GPA ranges that determine Sarah and James Bowdoin Scholars, as they can shift.

DEFICIENCY IN SCHOLARSHIP

Students are expected to make normal progress toward the degree, defined as passing the equivalent of four full-credit courses each semester. Students not making normal progress may be asked to make up deficient credits in approved courses at another accredited institution of higher education. In addition, students are expected to meet the College's standards of academic performance. The Recording Committee meets twice each year to review the academic records of students who are not meeting these standards. Students are placed on probation, suspension, or dismissal according to the criteria below; students on probation or suspension are not considered to be in good academic standing. In cases of repeated poor performance, a student may be dismissed from the College. In cases when a student's academic standing changes, copies of correspondence with the student that outline the student's academic standing are sent to the student's parent or guardian.

Academic Probation

Students are placed on academic probation for one semester if they:

- receive one F or two Ds in any semester; or
- receive one D while on academic probation; or
- receive during their tenure at Bowdoin a total of four or five Ds or some equivalent combination of Fs and Ds where one F is equivalent to two Ds.

Note: Under some circumstances, a student may qualify for academic suspension. See Academic Suspension.

Also, students are placed on academic probation for one semester upon returning from academic suspension. Students on academic probation will be assigned to work closely with their academic advisor and a dean from the Office of the Dean of Students. Students are required to enroll in four full-credit courses graded with regular letter grades while on academic probation. Students on academic probation normally are not eligible to study away.

Academic Suspension

Students are placed on academic suspension if they:

- receive two Fs, one F and two Ds, or four Ds in any semester; or
- receive one F or two Ds while on academic probation; or
- receive during their tenure at Bowdoin a total of six Ds or some equivalent combination of Fs and Ds where one F is equivalent to two Ds.

A student on suspension for academic deficiency normally is suspended for one year and may be asked to complete course work at another accredited four-year institution before being readmitted. Students are expected to earn grades of C- or better in these courses. Other conditions for readmission are set by the Recording Committee and stated in writing at the time of suspension. A suspended student must submit a letter requesting readmission. The Readmission Committee meets to consider these requests. A student who is readmitted is eligible for financial aid, according to demonstrated need, as long as the student adheres to the relevant financial aid deadlines. Once the student is readmitted, the Office of the Registrar will send course and registration information to the student's Bowdoin email address unless an alternative email address has been provided. Students are ineligible for housing until after they have been readmitted, and there is no guarantee that College housing will be available at that time. While suspended, students are not permitted to visit campus without the written permission of the dean of student affairs. Generally, permission to visit campus is only granted for educational or health treatment purposes. Students are unable to participate in Bowdoin College athletic programs until they have been readmitted. Students are permitted to submit an application for Off-Campus Study (normal deadlines apply); however, they are not eligible to apply for resident assistant (RA), proctor, or house resident positions until readmitted.

Dismissal

Students will be subject to dismissal if they:

- incur a second academic suspension; or
- receive during their tenure at Bowdoin a total of seven or eight Ds (or some combination of Fs and Ds where one F is equivalent to two Ds), after having previously been placed on academic suspension; or
- receive during their tenure at Bowdoin a total of nine Ds or some equivalent combination of Fs and Ds where one F is equivalent to two Ds.

OTHER ACADEMIC REGULATIONS

Personal Leave of Absence

Students may, with the approval of a dean, and in consultation with their academic advisor, interrupt their Bowdoin education and take a voluntary personal leave of absence to pursue other interests for one or two semesters. A personal leave of absence functions as a withdrawal from the College, during which time the student is not enrolled at the College. If a student intends to take a personal leave from the College, they should complete the Intent to Withdraw Form, reference the Withdrawal Checklist and any other associated information, and return it to the Office of the Dean of Students.

The conditions governing a personal leave of absence are as follows:

1. Students must be in good academic and social standing at the end of the semester immediately prior to the start of the leave.
2. Leaves typically begin at the start of a regular semester and may not extend beyond two semesters. Exceptions may be granted by the dean of students.
3. A personal leave may not be used in lieu of a voluntary medical leave.
4. Leaves of absence, extensions, or terminations of leaves must have the approval of a dean.

5. Students on personal leave are not considered enrolled at Bowdoin and are expected to leave the College community. Exceptions may be granted by the dean of students.
6. Students on leave may not transfer academic credit to Bowdoin for course work taken while on leave without prior approval as set forth below.
7. Students should be aware that taking a leave may affect their class standing.
8. Students should be aware that taking a leave may have financial implications related to tuition reimbursement, financial aid, and repayment status of any student loans. Returning students retain financial aid eligibility if they meet applicable deadlines.

Students on leave will be able to participate in course registration for the semester in which they are expected to return. Course registration instructions will be sent to their Bowdoin email. Students returning from leave will be able to participate in the selection of housing via a proxy process and are free to visit campus occasionally without the dean's permission unless otherwise notified. While on leave, students are unable to compete in Bowdoin College athletic programs until after the last day of exams prior to the semester in which they are scheduled to return. Students on leave are typically permitted to submit applications for off-campus study and for student leadership positions for the upcoming semester—including RA, proctor, or house proctor positions—and normal deadlines apply. Students on a voluntary personal leave (and not for academic performance, disciplinary, or medical reasons) do not need to apply for readmission and are expected to return at the conclusion of their leave.

Medical Leave of Absence

For a variety of reasons, students may find it beneficial to request a leave of absence to address a health condition. In limited circumstances, the College may deem it necessary to require a student to take a medical leave of absence. The medical leave status will continue until the student is prepared to return to the College and is readmitted by the Readmission Committee. This policy outlines the circumstances of such leaves as well as various procedures and conditions, including readmission criteria and processes and implications for the student in terms of academic, financial, insurance, and housing matters.

Voluntary Medical Leave

A student is encouraged to request a voluntary medical leave in the event that they believe that their physical and/or mental health concerns are significantly interfering with their ability to succeed at Bowdoin and/or that the demands of college life are interfering with recovery, treatment, or safety. A student who, in consultation with either the director of health services or director of counseling services, determines that they need to request a voluntary medical leave should contact their dean to discuss the terms of the leave as determined by the College. Whenever possible, students intending to go on a medical leave from the College should complete the Intent to Withdraw Form, reference the Withdrawal Checklist and any other associated information, and return it to the Office of the Dean of Students.

Involuntary Medical Leave

In unusual circumstances, the dean of students or their designee, in consultation with health services and/or counseling services professionals, may determine that a student needs to be placed on involuntary medical leave. In the event such a determination is made, the College will promptly convey that decision in writing to the student. Any student whose situation falls within the following categories may be subject to involuntary leave of absence:

- presents a substantial risk of harm to self or others or is failing to carry out substantial self-care obligations; or
- significantly disrupts the educational or other activities of the College community; or
- is unable to participate meaningfully in educational activities; or
- requires a level of care from the College community that exceeds the resources and staffing that the College can reasonably be expected to provide for the student's well-being.

The involuntary leave determination will be based upon an individualized assessment, reflecting reasonable judgment that relies on current medical knowledge or on the best available objective evidence. The decision will reflect consideration of a number of factors, including the student's ability to safely participate in the College's programs, inclusive of the student's ability to carry out substantial self-care obligations, and will examine whether the student is otherwise qualified, with or without reasonable accommodation, to effectively participate in the College community. The assessment will determine the student's impact on the campus community; the nature, duration, and severity of any risk posed; the probability that a potential injury will actually occur; and whether reasonable modifications of policies, practices, or procedures will sufficiently mitigate the risk. In particularly urgent situations, the College may require the student to leave campus on an interim basis while it performs the assessment.

Return from Hospitalization

A student who is hospitalized as a result of a physical or mental health issue may wish to take a medical leave from Bowdoin to recover. If so, the student should follow the voluntary medical leave process set forth herein. In the event the student no longer requires a hospital setting and does not wish to take a medical leave, that student must be evaluated by Bowdoin for readiness to return to campus before the student may return. Note that, in some situations, the hospital may determine that the student is eligible for discharge; however, a separate administrative decision is to be made by Bowdoin with respect to whether or not that student may return to campus. It may be determined, upon such an individualized evaluation, that the student has recovered such that the student no longer requires a hospital setting but may still need more support than the student can receive in a residential college setting. In such situations, a required withdrawal from Bowdoin for medical reasons may be considered to allow for a more extended period of recuperation. In that situation, if the student is unwilling to take a voluntary medical leave, the involuntary medical leave process shall be followed as set forth herein.

Family Notification

The College reserves the right, consistent with applicable state and federal privacy laws, to notify a parent or guardian of their student's status if circumstances warrant and if it is believed to be in the best interest of the student and the College community.

Appeal Procedure for Involuntary Medical Leave

If a student believes that the College's decision to place them on an involuntary medical leave and/or the conditions the College may have placed upon the student's return from an involuntary medical leave are unreasonable or that the procedures and/or information relied upon in making the decision were wrong or unfair, the student may appeal the decision. The

appeal must be made in writing to the dean of student affairs. Appeals should clearly state the specific grounds for appeal and should present relevant information to support the statements including medical/clinical evidence in support of their position. In such situations, the student may be required to sign a limited release to enable the dean of student affairs or their designee to consult with the student's health care provider on the involuntary leave decision and/or conditions placed upon the student's return. Once notified of the involuntary medical leave, the student has five (5) business days to submit their appeal. The student may not remain on campus during the appeal period. If no timely appeal is submitted, the decision about the involuntary medical leave and any conditions imposed is final. The dean of student affairs or their designee will respond in writing to the student's written appeal within five (5) business days. The response will provide a conclusion as to whether or not the involuntary medical leave is appropriate upon a thorough review of the relevant facts and information. The dean of student affairs reserves the right to request an assessment by an outside medical provider of the College's choice and at the College's expense when it is believed that the information available to the College so warrants. In such instances, a delay in the resolution of the appeal may be necessary.

Readmission Criteria and Procedures

General Readmission

A student who has been placed on a leave for academic performance, disciplinary, or medical reasons—whether voluntary or involuntary—must apply for readmission before the student is allowed to return to Bowdoin College.

The student must send a letter to the Readmission Committee in a timely manner, to the attention of the dean of students, requesting formal readmission to the College. That letter must comply with the terms of the student's leave contained in the letter confirming the student's leave (which is typically from the Office of the Dean of Students or the Office of the Registrar). Once the Readmission Committee has reached a decision, the student will be notified by their dean. The decision of the committee is final.

Readmission Following Medical Leave

Where a student requests readmission following a medical leave, or where the terms of a student's leave otherwise require it, the student must also send to the director of health services and/or the director of counseling services and wellness programs a report from the student's physician and/or health care provider. The report is expected to include discussion of the student's current health status, course of treatment undergone during the leave, and the student's compliance with any treatment plan, as well as any specific recommendations for the student and the College with respect to the student's successful return to Bowdoin. The report will address the following: (a) the student's readiness to return to the academic and cocurricular demands of college life; (b) the student's readiness to live on campus; (c) the student's ongoing treatment needs; (d) the student's readiness to return to competitive sports, if the student is a collegiate athlete; and (e) any other suggestions that the health care provider deems appropriate.

The student's health care provider submitting the report must be a licensed physician if the evaluation is regarding medical conditions and must be a licensed mental health provider if evaluating mental health conditions. Further, all providers must be unrelated to the student and must have a specialty and credentials appropriate for the condition(s) of concern. The student is responsible for any cost associated with the provider's evaluation.

The Readmission Committee will review the information provided by the student and evaluate the appropriateness of the student's return. The committee may request further information from the student's health care providers. In order to provide for such requests, the student will be asked to sign and return a limited release form so that those individuals at the College who are involved in evaluating the student's return may consult with the student's outside health care provider(s) limited to aiding the College in assessing the student's readiness to return to campus life and if so, under what conditions. In addition, the director of health services and/or the director of counseling services and wellness programs may also choose to meet with the student as part of the evaluation. The College reserves the right to request an assessment by an outside medical provider, of the College's choice at the College's expense, when it believes the circumstances so warrant.

In the event that the student is permitted to return to Bowdoin, the student will speak with their dean before returning in order to discuss the terms of the student's readmission, including, if appropriate, a discussion of a continuing treatment plan for the student. If such a plan is established, and if the student does not follow the established plan, the College will have the right to revoke its decision to readmit the student and will have the right to require the student to resume their medical leave immediately.

Additional Considerations

Students should refer to the Withdrawal Checklist and other associated information to receive further guidance on the implications of withdrawing from the College.

Academic Implications

Enrollment Status. While on leave, the student is not an enrolled student at Bowdoin College. The leave status will continue until the student returns from a personal leave or is readmitted by the Readmission Committee.

Taking Courses at Other Institutions. The College strictly regulates the circumstances under which students on leave may transfer credits for courses taken during their leave.

In certain circumstances, the dean of students may approve a limited course load (one or two courses preapproved by the College). Students on a medical leave will typically not be permitted to take courses during leave. If a student on a medical leave seeks approval to take courses during their leave, the student must provide support, in writing, from the student's health care provider. All requests for such course approval must be made in writing to the dean of students. Requests for transferring course credit for more than two courses are seldom granted and require prior approval of the Recording Committee.

In instances of suspensions for disciplinary or academic reasons, the student's suspension letter will provide all pertinent details regarding course work during the suspension, including whether the student has permission to take courses, whether the student is required to take courses, and any parameters regarding when the courses may be taken, among others.

In all cases, if a student enrolls as a degree-seeking student at another institution and later wishes to return to Bowdoin, they must apply through the admission process as a transfer student.

Off-Campus Study Applications. Students on personal leave are permitted to submit applications for off-campus study, but must comply with the deadlines for those programs. Questions should be directed to the Office of International Programs and Off-Campus Study.

ACADEMIC STANDARDS AND REGULATIONS

Course Registration. Once a student has been readmitted to the College, they will be able to participate in course registration. It is strongly advised that the student consult with their course instructors, advisor, and dean when choosing courses following leave.

Educational Record Reflection. The student's transcript will not reflect their leave. In the event a leave occurs after the start of the semester, courses for that semester will be listed on the transcript with grades of "W" (Withdrawn). A copy of the student's leave approval letter will be retained in the Office of the Dean of Students. The handling of the student's educational record is governed by the Family Education Rights and Privacy Act (FERPA). For more information about FERPA and a student's rights under the law, consult Student Privacy Rights Policies in the *Student Handbook*.

Financial Implications

Financial Aid Eligibility. Any student not in attendance for one or more terms, for voluntary or involuntary reasons, should be aware that their withdrawal from the College may affect any financial aid they are receiving and/or any federal loans borrowed while enrolled. The student is advised to consult with the Office of Student Aid to: 1) ensure that all aid forms and required documents have been submitted prior to leaving the College; 2) review any loan repayment obligations that may come due during the leave; and 3) understand the deadlines and form requirements for aid application for return to the College.

Tuition and Fee Refunds. Tuition and fee refunds for leaves taken during the course of a semester are made in accordance with the College's refunds policy. For more information, consult the refunds section on page 13.

Tuition Insurance. Tuition insurance is available, but it must be purchased prior to the start of the semester. Questions should be directed to the Bursar's Office.

Insurance Implications

Student Health Insurance. If the student is currently enrolled in the Bowdoin Student Accident and Sickness Insurance Plan, their coverage will continue as specified by the plan policy. If the student waived Bowdoin's plan, they should consult their comparable plan for any exclusions or limitations. Questions should be directed to the student health insurance coordinator.

Housing Implications

On a case-by-case basis, the College, in consultation with the student's health care providers, may determine that the returning student should not live on campus but is capable of attending classes. In addition, College housing may not be available to the student upon their return, due to space limitations. Once the student has been readmitted, they can discuss availability and options with the Office of Residential Life. Students on medical leave are ineligible to participate in the spring housing lottery. In the event that College housing is not available, the student may choose to live in housing in the local area. The Office of Residential Life maintains information on local area rental listings. Questions should be directed to the Office of Residential Life.

Presence on Campus

While a student is on medical leave, or suspension for disciplinary or academic reasons, they will not be permitted to visit campus without prior written permission of the dean of students or their designee. Permission will generally be granted for certain preapproved educational or health treatment purposes only.

Transfer of Credit from Other Institutions

The Bowdoin degree certifies that a student has completed a course of study that meets standards established by the faculty. It is normally expected that all of a student's course work after matriculation will be completed either at Bowdoin or in an approved semester- or year-long off-campus study program. (More information about such programs can be found in the section on Off-Campus Study on page 45.)

Apart from taking courses at Bowdoin or in approved off-campus study programs, the College recognizes that there may be rare occasions when it would serve a student's educational interests to take courses elsewhere for credit toward the Bowdoin degree. In such cases, the work done elsewhere should represent a standard of achievement comparable to what is expected at Bowdoin in a field of study characteristic of the liberal arts.

A student may transfer a cumulative total of no more than four credits from study in summer school programs from four-year accredited colleges/universities. The College does not grant credit for work completed through two-year institutions, domestic for-profit institutions, correspondence courses, bridge programs, or abbreviated winter terms ("Jan Plans") or their equivalent at other times of the year, or programs such as HBX CORE. The College does not grant credit for professional or vocational study at other institutions. Beginning with courses taken in the Summer 2014 term forward, students may apply for transfer credit approval for online or hybrid courses. Credit is not granted for courses taken elsewhere during the academic year except in special circumstances and with the prior approval of the Recording Committee.

Students must apply to the Office of the Registrar for permission to transfer credit in advance of enrollment at another institution. The Application for Transfer of Credit requires the approval of the appropriate Bowdoin department chair; in order to make this determination, the department chair will need to see a course description and/or syllabus for each course.

In certain cases, students may be given conditional approval and be required to submit supporting documents, including the course syllabus and all papers and exams, after the course has been completed. The College may decline to grant credit if the course or the student's work in the course does not satisfy Bowdoin academic standards. Credit is not awarded for courses in which the student has earned a grade below C- or for courses not graded with regular letter grades. Students are responsible for ensuring these regulations are met.

No credit will be awarded until an official transcript showing the number of credits or credit-hours and the grade(s) earned has been received from the other institution. It is the student's responsibility to ensure that the official transcript is sent directly to the Office of the Registrar, and the transcript must arrive in a sealed envelope. Normally the transcript must be received and permission to transfer credit secured within one year following the term in which the course was taken. Credit may not be transferred if a longer time period has elapsed.

Transcripts of credit earned at other institutions that have been presented to Bowdoin College for admission or transfer of credit become part of the student's permanent record, but are not issued, reissued, or copied for distribution. Course titles and grades for courses that were transferred from other institutions are not recorded on the Bowdoin transcript; only the institutional name and the credit are listed.

Students should be aware that credits earned elsewhere may not transfer on a one-to-one basis; some courses may be accorded less than a full Bowdoin credit. Students are advised to consult with the Office of the Registrar in advance to learn the basis on which transfer credit will be determined. For comparison purposes, students should know that one Bowdoin course is generally understood to be equal to four semester-hours or six quarter-hours.

Pre-Matriculation Credit. Students may have the opportunity to enroll in college-level course work prior to matriculating at Bowdoin. Bowdoin College will consider granting credit for pre-matriculation course work, providing the following criteria have been met: (1) the course work must have been completed on a college campus at an accredited four-year college/university in courses taught by college faculty, (2) the course work must have been completed in a class with matriculated college students, (3) the courses may not have been used to satisfy any high-school graduation requirements, and (4) the course work must represent a standard of achievement comparable to what is expected at Bowdoin in a field of study characteristic of the liberal arts. Bowdoin also recognizes Advanced Placement, International Baccalaureate, and other international exams and may grant credit toward graduation requirements for them. Students should refer to the Advanced Placement and International Baccalaureate rules in effect at the time of their matriculation. Students may receive a maximum of four pre-matriculation credits toward the Bowdoin degree from approved exams or other approved college/university courses.

Graduation

Students submit to the Office of the Registrar the Notice of Intent to Graduate in the fall of the academic year in which they intend to graduate. This required form is considered the official application for graduation. Submission of this form begins the final degree audit process and ensures that students receive all notices related to Commencement. Students will generally receive written notice by May 1 that they have been given preliminary clearance to graduate. Final clearance is determined after all academic work has been completed and final grades for the spring semester have been recorded.

Students may take part in only one Commencement, and they are expected to complete all degree requirements before they participate in graduation exercises. Students with two or fewer credits remaining and who can expect to complete all requirements by the end of the following August may be allowed to participate in Commencement but will not receive a diploma. In such cases, the degree will actually be conferred at the May Commencement following the completion of all requirements, and the diploma will be mailed to the student at that time. Speakers at Commencement and other students playing visible leadership roles in the ceremony must have completed all requirements for graduation.

Resignation

Students may resign from Bowdoin at any time. Resignation permanently and irrevocably terminates the student's official relationship with the College. If a student were to desire at some future date to return to Bowdoin, the student would need to reapply to the College through the regular admissions process as a transfer student. Given the permanency of resignation, students are encouraged to discuss their plans thoroughly with advisors, parents, and a dean. In instances where students have been away from the College for multiple semesters, including where students are not on a formal leave or where a leave period has expired, they may be administratively resigned. Furthermore, a student who enrolls in another institution as a degree-seeking student will be administratively resigned.

A decision to resign should be submitted in writing using the Intent to Withdraw Form. Students should also reference the Withdrawal Checklist and any other associated information.

Upon resignation, tuition and fee refunds are made in accordance with the College's refunds policy.

The *Academic Handbook* is current as of August 1, 2018. The *Student Handbook*, available at bowdoin.edu/studentaffairs/student-handbook, may be updated more frequently after this date and is the authoritative source for information governing student life at Bowdoin.

The Recording Committee and Student Petitions

The Recording Committee is a standing committee of the College whose purpose is to address matters pertaining to the academic standing of individual students and to consider exceptions to the policies and procedures governing academic life. The committee meets regularly to consider individual student petitions and meets at the end of each semester to review the records of students who are subject to probation, suspension, or dismissal. Decisions of the committee are final.

Students who are seeking exceptions to academic regulations or curricular requirements must petition the Recording Committee. Petition forms may be obtained from the Office of the Dean of Students. All petitions require the signature of a dean, and, depending on the nature of the request, some may require supporting documentation from a faculty member, doctor, or counselor. Students are notified of the outcome of their petitions by the secretary of the Recording Committee. Students should note that any courses dropped with Recording Committee permission will result in a W (for Withdrew) being recorded on the students' transcripts.

The Readmission Committee

The Readmission Committee is chaired by the dean of students and comprises the dean of students and assistant deans of students; director of student aid; director of residential life; a representative from the Office of Admissions; and the THRIVE program director. The director of counseling services and wellness programs, the director of the health services, and the director of student aid serve as advisors to the committee. The committee meets to consider the petitions of students who are seeking to return from academic suspension, disciplinary suspension, and/or medical leave. Letters requesting readmission and supporting materials should be directed to the dean of students office. Students on academic suspension, disciplinary suspension, and/or medical leave are not eligible to register for classes or make housing arrangements until they have been readmitted. Students seeking readmission are notified of the outcome of their petitions by their dean.

SPECIAL AREAS OF STUDY

Arabic

Students interested in Arabic should contact Batool Khattab, lecturer in Arabic, or Lynn Brettler, academic department coordinator.

Arctic Studies

A focus in Arctic studies, offered through a variety of departments, including the Department of Sociology and Anthropology, the Department of Earth and Oceanographic Science, the Environmental Studies Program, the Department of Government and Legal Studies, and the Peary-MacMillan Arctic Museum and Arctic Studies Center, provides students with opportunities to explore artistic, cultural, social, political, and environmental issues involving Arctic lands, seas, and communities. Students interested in the Arctic are encouraged to consult with the director of the Arctic Studies Center in order to plan an appropriate interdisciplinary program involving course work and fieldwork at Bowdoin, in study abroad programs, and in the North. Work-study and internship opportunities at the Arctic Museum complement the academic program.

Coastal Studies

The College offers expertise in the marine sciences primarily through the biology, earth and oceanographic science, and environmental studies departments and programs and two unique field sites: Schiller Coastal Studies Center located on Orr's Island in Harpswell, Maine, and the more remote Kent Island Scientific Station located in Canada's Bay of Fundy. The College offers the Bowdoin Marine Science Semester (BMSS), an immersion experience in marine fieldwork, lab work, and independent research open to sophomores, juniors, and seniors from Bowdoin and other colleges who are interested in marine science. Students take four courses sequentially in three-to-four-week modules taught at the Schiller Coastal Studies Center, while residing on Bowdoin's main campus. Other courses during regular semesters also take advantage of the temperate and subarctic environments of coastal Maine and the Canadian Maritime provinces; contact department coordinators for details. Summer research fellowships in coastal and marine studies are also available annually. Interested students should speak with David B. Carlon, associate professor of biology and director of the Bowdoin College Schiller Coastal Studies Center, or Rosemary Armstrong, coastal studies program coordinator.

Digital and Computational Studies

Digital and Computational Studies (DCS) is a curricular initiative premised on the recognition that the power of computation is fundamentally changing the world. Students in DCS courses, using digital and computational tools, explore methods in problem-solving and creative expression across the curriculum while appreciating the historical and ethical implications of using these tools. DCS currently offers introductory courses that engage with topics such as the disruptive role of computation and digital information across disciplines, the basic elements of programming, the complex nature of data, computational thinking, and the power and privileges associated with the pervasiveness of digital culture in everyday lives. DCS courses at the advanced level are cross-listed with a variety of departments where the basic critical approaches of DCS are applied within particular disciplines. DCS is coordinated and supported by: Eric Chown, director and professor of computer science; Martha Janeway, coordinator; Crystal Hall, associate professor; Mohammad T. Irfan, assistant professor; and Fernando Nascimento, postdoctoral fellow.

Engineering Dual-Degree Options

Bowdoin College arranges shared studies programs with the University of Maine College of Engineering (open only to Maine residents), the School of Engineering and Applied Science of Columbia University, the California Institute of Technology (Caltech), and the Thayer School of Engineering at Dartmouth College.

Columbia and the University of Maine allow qualified Bowdoin students to transfer into the third year of their engineering programs after three years at Bowdoin (three years at Bowdoin and two years at the other institution, called a 3-2 option). Columbia also offers a 4-2 option, which may be of interest to some students.

Caltech invites highly qualified students to apply to their 3-2 program. Determination of acceptance is decided by the Caltech Upperclass Admissions Committee for students to transfer upon completion of their junior year.

Dartmouth offers a number of options, including taking the junior year at the Dartmouth Thayer School of Engineering, senior year at Bowdoin, and a fifth year of engineering at Dartmouth.

The student successfully completing the Columbia, Maine, or Caltech program earns a bachelor of science degree from the engineering school and a bachelor of arts degree from Bowdoin, both conferred at the end of their fifth year. For the Dartmouth program, the engineering courses are used as transfer credits to complete the Bowdoin degree, conferred after the fourth year. The Dartmouth engineering degree is conferred upon successful completion of a fifth year in engineering at Dartmouth.

Once a student decides to pursue a dual degree, the student must receive departmental permission and then meet with the associate registrar and submit a declaration of intent to pursue this program to the Office of the Registrar when applying to the subsequent institution.

Finally, students may also apply as regular transfer students into any nationally recognized engineering program, earning only a degree from that engineering institution.

These programs are coordinated by Corey Colwill, assistant director for the Center for Co-Curricular Opportunities, with assistance from representatives from each natural science department, including Professor William Barker in the Department of Mathematics, Professor Stephen Majercik in the Department of Computer Science, and Professor Dale Syphers and Laboratory Instructor Gary Miers in the Department of Physics and Astronomy. Curricular requirements for engineering dual-degree options vary by program. It is important for students to get advising about the program early in their career at Bowdoin to plan a course of study that will satisfy major and distribution requirements. Students interested in these programs should contact Corey Colwill.

Legal Studies

Students considering the study of law may consult with Bowdoin Career Planning. Bowdoin applicants from every major and department have been successful applicants to highly competitive law schools. Students will be provided guidance and assistance on all aspects of the application process. It is best to begin planning for law school by the beginning of the junior year. Bowdoin Career Planning can introduce students to alumni attending law school or practicing law. In addition, Bowdoin Career Planning has excellent written and online resources about law schools and careers in the legal field. Bowdoin Career Planning also supports and assists Bowdoin alumni with the law school application process if they choose to apply in the years following graduation.

SPECIAL AREAS OF STUDY

Bowdoin participates with Columbia University in an accelerated interdisciplinary program in legal education. Under the terms of this program, Bowdoin students may apply to begin the study of law after three years at Bowdoin. Students who successfully complete the requirements for the JD at Columbia also receive an AB from Bowdoin. Students interested in the Columbia program should meet with Professor Allen Springer during their first year at Bowdoin to plan a course of study that will satisfy major and distribution requirements. In addition, the student must meet with the associate registrar once departmental permission is received and submit a declaration of intent to pursue this program to the Office of the Registrar when applying to Columbia University.

OFF-CAMPUS STUDY

Semester and Academic Year. The Office of International Programs and Off-Campus Study prepares students to “be at home in all lands” through advising and programming that promote intentionality and integration to broaden and enrich the Bowdoin education. Whether off-campus study occurs abroad or in the United States, students are encouraged to participate in semester-long and yearlong programs of off-campus study as an extension of the on-campus educational experience, and expectations are that the courses in which students earn credit toward the degree be in a field of study characteristic of the liberal arts and be academically engaging and complementary to their studies at Bowdoin.

A student who wishes to count academic credit earned in an off-campus study program toward the Bowdoin degree is required to obtain approval, in advance, from the Office of International Programs and Off-Campus Study. If the student wishes to count credits earned in the program toward the major or minor, the approval of the major and minor department is required as well. Students contemplating off-campus study should consult the online Academics Abroad section on the Off-Campus Study website at bowdoin.edu/ocs; they are urged to begin planning early in the academic year before that in which they hope to study away, and must complete both a registration of intent in November and a full application in February to request permission to study away. Separately, students apply directly to the university or program they wish to attend. (Application deadlines for individual programs vary considerably; it is the responsibility of the student to determine these deadlines and ensure that they are met.) Approvals of late applications to study off campus are rare and considered on a case-by-case basis. To be approved for Bowdoin degree credit, the proposed program of study away should satisfy the College’s academic standards and form an integral part of a student’s overall academic plan. Approval of individual requests may also be affected by the College’s concern to maintain a balance between the number of students away during the fall and spring terms.

Students are expected to carry a full course load in any off-campus study program, and students typically study away for one or two semesters. If a student wishes to study away for more time, the student needs to petition the Recording Committee. Credit earned is not formally transferred until the Office of the Registrar has received and reviewed appropriate documentation, including the official transcript from the program. In some cases, it may be required that the appropriate Bowdoin department review the student’s completed work.

Bowdoin charges an off-campus study fee (see page 12). Students on aid should expect that their family contribution toward comprehensive fees should remain the same whether they are on or off campus.

Depending on their academic needs, students normally are expected to select from the options list of approximately one hundred programs and universities kept by the Office of International Programs and Off-Campus Study, which may be found at bowdoin.edu/ocs/journey/options-list.

Summer. A student may also elect to study away during the summer. To transfer credit for courses taken in a summer study-abroad program, a student must gain approval in advance by submitting an Application for Transfer of Credit to the Office of International Programs and Off-Campus Study as well as the Office of the Registrar; refer to Transfer of Credit from Other Institutions on pages 39–40. Financial aid does not transfer for summer study abroad, nor is the student considered enrolled at Bowdoin for federal reporting purposes.

DEPARTMENTS, PROGRAMS OF INSTRUCTION, AND INTERDISCIPLINARY MAJORS

The departments and programs of instruction in the following descriptions are listed in alphabetical order. Course titles and course descriptions are available at bowdoin.edu/classfinder. Note that major and minor requirements listed apply to students who matriculate in 2018–2019; other students must follow the major and minor requirements that were in place the year they matriculated.

For more information, refer to the online Classfinder at bowdoin.edu/classfinder and Course Guide at bowdoin.edu/registrar.

EXPLANATION OF SYMBOLS USED

* On leave for the fall semester.

** On leave for the spring semester.

† On leave for the entire academic year.

Course Numbering: Courses are numbered according to the following system:

1000–1049	First-year seminars
1050–1099	Courses intended for the non-major
1100–1999	Introductory courses
2000–2969	Intermediate courses and seminars
2970–2998	Intermediate independent studies
2999	Intermediate collaborative study
3000–3999	Advanced courses and seminars
4000–4079	Advanced independent studies, advanced collaborative study, senior projects, and honors projects

AFRICANA STUDIES

Brian Purnell, *Program Director*

Elizabeth Palmer, *Program Coordinator*

Associate Professors: Judith S. Casselberry, Tess Chakkalakal (English), Brian Purnell (History)

Fellows: Allison Martino, Tara Mock

Contributing Faculty: Ericka A. Albaugh, Charlotte Daniels, Guy Mark Foster, David M.

Gordon, Chryl N. Laird, Tracy McMullen, Ingrid A. Nelson, Patrick J. Rael, Marceline

Saibou, Hanétha Vété-Congolo

Africana studies offers courses in the following fields of study: African American, African, and African Diaspora. Over the course of their major/minor in Africana studies, students acquire knowledge and develop skills through course work, independent studies, and, in some cases, a senior honors project. These skills and knowledge include:

- learning about the past and present of the African continent and its diaspora, with a particular focus on the United States, by employing interdisciplinary methods;
- writing clear and concise arguments about the historical, literary, economic, political, social, visual, and religious texts of Africa and its diaspora;
- working collaboratively with peers and/or faculty on research pertaining to African American and African political thought and historical contexts;
- speaking or performing coherently to a diverse audience about a specific topic pertaining to African American and African culture and politics; and
- designing a project using primary and secondary sources regarding Africa and its diaspora.

Requirements for the Major in Africana Studies

The major in Africana studies consists of nine courses. There are two tracks or concentrations:

- *African American*, on the national black experience in the United States; and
- *African and African Diaspora*, on African regional, trans-regional, and African diaspora themes.

Required courses:

- Africana Studies 1101
- one Africana studies intermediate seminar (2000–2969)
- one Africana studies senior seminar (3000–3999)
- six additional electives:
 - o at least five courses at the intermediate or advanced level (2000 or higher)
 - o Students in the African American concentration must take at least one course from the African and African Diaspora track.

AFRICANA STUDIES

Students in the African and African Diaspora concentration must take at least one course from the African American track. For both concentrations:

- A maximum of two courses, either as an independent study course or a course taken at another college or university, can count toward the major.
- An approved honors project can count toward the senior seminar requirement.

Requirements for the Minor in Africana Studies

The minor in Africana studies consists of five courses.

Required courses:

- Africana Studies 1101
- four Africana studies elective courses from either of the two Africana studies tracks
 - o Three of these courses must be at the 2000 and 3000 levels.
 - o Only one of these four electives can be an independent study course or a course taken at another college or university.

Additional Information

- A first-year seminar in Africana studies counts toward the major or minor in Africana studies.
- Courses that count toward the major or minor must be taken for regular letter grades, and students must earn grades of C- or better.

ART

Stephen G. Perkinson, *Department Chair and Director*, Art History Division

Michael Kolster, *Director*, Visual Arts Division

Martha R. Janeway, *Coordinator*, Art History Division

Alicia Menard, *Coordinator*, Visual Arts Division

Isaac Jaegerman, *Visual Arts Technician*

Professors: Pamela M. Fletcher, Michael Kolster, Mark C. Wethli

Associate Professors: James Mullen, Stephen G. Perkinson, Carrie Scanga, Susan E. Wegner

Assistant Professors: Jackie Brown, Dana E. Byrd, Peggy Wang (Asian Studies)

Visiting Faculty: Kathryn Gerry, Natasha Goldman, Erin Johnson

The Department of Art comprises two programs: art history and visual arts. Majors in the department are expected to elect one of these programs. The major in art history is devoted primarily to the historical and critical study of the visual arts as an embodiment of some of humanity's cultural values and a record of the historical interplay of sensibility, thought, and society. The major in visual arts is intended to encourage a sensitive development of perceptual, creative, and critical abilities in visual expression.

ART HISTORY

Requirements for the Major in Art History

The art history major consists of ten courses, excluding first-year seminars.

Required courses:

- Art History 1100
- one course in African, Asian, or pre-Columbian art history numbered 1103 or higher
- one course from Art History 2090 (same as Archaeology 1101), 2100 (same as Archaeology 1102), 2120, 2130, 2140, 2150, 2260, or 2270
- one course from Art History 2220, 2230, 2240, or 2320
- one course from Art History 2410, 2420, 2440, 2450, 2520, 2540, 2620, or 2640
- one additional intermediate course (numbered 2000–2969)
- two advanced seminars (numbered 3000–3999)
- two additional art history courses numbered higher than 1100 (Only one independent study may be used to satisfy this requirement.)

Art history majors are also encouraged to take courses in foreign languages and literature, history, philosophy, religion, and the other arts.

A maximum of two courses for one semester of study from another college or university may count toward the major in art history with departmental approval of that transfer credit. If a student studies away for a full academic year, three courses from another college or university may count toward their art history major with departmental approval.

ART

Students who received a minimum score of four on the Art History Advanced Placement exam are exempt from taking Art History 1100, but they must take an additional course to replace Art History 1100. In order to receive this placement, students must have their advanced placement scores officially reported to the Office of the Registrar by the end of their sophomore year at Bowdoin.

Interdisciplinary Majors

The department participates in interdisciplinary programs in art history and archaeology and in art history and visual arts. Art history majors may do a coordinate major with environmental studies or education. See pages 89–93.

Requirements for the Minor in Art History

The minor consists of five courses, excluding first-year seminars.

Required courses:

- Art History 1100
- two intermediate courses (numbered 2000–2969)
- one advanced course (numbered 3000–3999)
- one additional art history course numbered higher than 1100 (An independent study may be used to satisfy this requirement.)

Only one course for one semester of study from another college or university may count toward a student's art history minor with departmental approval.

Only one art history course may be double-counted toward a visual arts major/art history minor.

Courses that count toward the major and minor must be taken for regular letter grades (not Credit/D/Fail), and students must earn grades of C- or better in these courses.

Seminars in Art History

The seminars are intended to utilize the scholarly interests of members of the department and provide an opportunity for advanced work for selected students who have successfully completed enough of the regular courses to possess a sufficient background. The department does not expect to give all, or in some cases any, seminars each semester. As the seminars are varied, a given topic may be offered only once, or its form changed considerably from time to time.

VISUAL ARTS

Requirements for the Major in Visual Arts

The major consists of eleven courses.

Required courses:

- Visual Arts 1101
- two of Visual Arts 1201, 1401, or 1601
- Visual Arts 3902

- another 3000-level visual arts course labelled generally as Guided Independent Studio Practice
 - These advanced studio courses emphasize self-directed work with thematic prompts and in-progress critiques.
- four additional visual arts electives, no more than one of which may be an independent study course
- two courses in art history

Interdisciplinary Majors

The department participates in interdisciplinary programs in art history and visual arts. Visual art majors may do a coordinate major with environmental studies or education. See pages 89–93.

Requirements for the Minor in Visual Arts

The minor consists of six courses.

Required courses:

- Visual Arts 1101
- one of Visual Arts 1201, 1401, or 1601
- Three additional visual arts courses, no more than one of which may be an independent study course.
- one course in art history

Courses that count toward the major and minor must be taken for regular letter grades (not Credit/D/Fail), and students must earn grades of C- or better in these courses.

A maximum of two studio visual arts courses and one art history course (for a total of three courses) taken at another college or university may count toward the major or minor in visual arts with departmental approval of that transfer credit.

Students who receive a four on the Studio Art: 2-D Design, Studio Art: 3-D Design, or Studio Art: Drawing AP exams, and complete Visual Arts 1101, 1201, 1401, 1501, or 1601 with a minimum grade of B-, are eligible to receive a general credit toward their degree, but not major/minor credit. If a student has scores for more than one exam, only 1 total credit will be awarded. For information on credit for IB scores, please see the visual arts department. In order to receive credit for advanced placement work, students must have their scores officially reported to the Office of the Registrar by the end of their sophomore year at Bowdoin.

Visual arts courses without prerequisites are frequently oversubscribed; registration preference is then given to first- and second-year students, as well as to juniors and seniors fulfilling requirements of the visual arts major or minor.

ASIAN STUDIES

Belinda Kong, *Program Director*

Suzanne M. Astolfi, *Program Coordinator*

Professors: John C. Holt (Religion), Shu-chin Tsui† (Cinema Studies)

Associate Professors: Songren Cui, Christopher Heurlin (Government), Belinda Kong (English), Henry C. W. Laurence (Government), Vyjayanthi Ratnam Selinger, Rachel L. Sturman** (History)

Assistant Professors: Sakura Christmas (History), Peggy Wang (Art History), Ya (Leah) Zuo (History)

Senior Lecturer: Hiroo Aridome

Lecturer: Xiaoke Jia

Visiting Faculty: John Kim, Yinqiu Ma

Fellow: Christine Marrewa Karwoski

Contributing Faculty: Connie Y. Chiang†, David Collings, Rachel Connelly†, Shruti Devgan, Sara A. Dickey†, Anna Golovkova, Shenila Khoja-Moolji, Tara Mock, Nancy E. Riley, Vineet Shende

The Asian Studies Program offers a range of courses on China, Japan, and South Asia. In completing the major, each student is required to gain a general understanding of one of these areas, acquire a working proficiency in one of the languages of South or East Asia, develop theoretical or methodological sophistication, and demonstrate a degree of applied specialization. These principles are reflected in the requirements for an Asian studies major.

Requirements for the Major in Asian Studies

Students major in Asian studies by focusing on a particular geographic and cultural area—China, Japan, East Asia, or South Asia—or by specializing in a disciplinary subfield. Eight courses are required in addition to the study of an Asian language.

Language requirements: Two years of an East Asian language, or one year of a South Asian language, or the equivalent through intensive language study.

- In addition to the required two years of language study, students may apply up to three advanced intermediate (2205–2206) or advanced (3307–3308) East Asian language courses toward the total of eight required courses.
- The College does not directly offer courses in any South Asian language. Arrangements may be made with the director of the program and the Office of the Registrar to transfer credits from another institution, or students may meet this requirement by studying Sinhala on the ISLE Program or Tamil on the SITA Program.

Area-specific option requirements: A concentration in China, Japan, East Asia, or South Asia requires eight courses, six to seven of which must focus on the geographical area of specialization, with up to two courses in an area outside that specialization.

- Students specializing in China must take one pre-modern course in China (2000–2049) and one modern course in China (2050–2249).
- Students specializing in Japan must take one pre-modern course in Japan (2250–2299) and one modern course in Japan (2300–2499).

- Students focusing on South Asia must take two of the following:
 - Anthropology (1026–1038), (1550–1774), (2500–2749), or (2750–2969)
 - History (1026–1038), (1550–1774), (2500–2749), or (2750–2969)
 - Religion (1026–1038), (1550–1774), (2500–2749), or (2750–2969)

Discipline-based option requirements: Students must consult with their advisor concerning course selection.

- At least five courses must be in the chosen discipline: e.g., government, history, literature and visual culture (English, cinema studies, and art history), religion, or any other approved discipline. One of those five courses must be an advanced course (3000–4079) in the discipline of focus.
- Three remaining courses must explore related themes or relate to the student's language study. The study of an Asian language must be in one of the student's areas of study.
- Of the eight courses required, a maximum of three may be advanced intermediate (2205–2206) or advanced (3307–3308) East Asian language courses.

Additional notes concerning both area-specific and discipline-based options:

- A senior seminar (3000–4079) is required and must be taken at Bowdoin.
- One first-year seminar may count toward the major.
- One course taken with the Credit/D/Fail grading option may count toward the major as long as a CR (Credit) grade is earned and the course is not at the 3000 level.
- Students must earn a grade of C- or better in order to have a course count toward the major.
- One course is allowed to double count.
- Asian studies majors may not also minor in Chinese or Japanese language.

Requirements for the Minor in Asian Studies

Students minor in Asian studies by taking five courses. Of these five:

- one may be an advanced language course (2205–3308);
- one may be a first-year seminar; and
- one course may be taken with the Credit/D/Fail grading option as long as a Credit (CR) grade is earned.

In addition, students must earn a grade of C- or better for a course to count toward the minor. No double-counting of courses is allowed for the minor.

Requirements for the Minor in Chinese or Japanese Language

Students minor in Chinese or Japanese language by taking five courses. Of these five:

- four courses are required in the chosen language; and
- one additional course may be either an advanced language course or a literature, film, art history, or visual culture course in the area of language study, including a first-year seminar.

- Students who have a background in the language must take four classes in their chosen language from the point where they are placed in the placement exam.
- One course taken with the Credit/D/Fail grading option may count toward the minor as long as a CR (Credit) grade is earned.

In addition, students must earn a grade of C- or better for a course to count toward the language minor. No double-counting of courses is allowed for the language minor.

Off-Campus Study

Study abroad is highly recommended. Established programs in the People's Republic of China, Hong Kong, and Taiwan are available for students interested in China. Students are particularly encouraged to attend the ACC, CET, and IUP programs and the Middlebury Program in Kunming. The SILS at Waseda University, IES at Nanzan University, and JCMU programs are recommended for students interested in Japan, but students may select another program based on their academic interests. The ISLE and SITA programs are recommended for students interested in South Asia. Students should consult with the Asian studies office or website and the Office of International Programs and Off-Campus Study for information about these and other programs.

Up to three credits from off-campus study (excluding first- and second-year language courses) may count toward the major. Up to two credits from off-campus study (excluding language courses) may count toward the minors.

Program Honors

Students contemplating an honors project in Asian studies should have the following:

- a GPA of B+ or higher in program course offerings, or within their track of concentration;
- a clearly articulated and well-focused research topic; and
- a high measure of academic motivation and commitment.

An honors project in Asian studies is a significant scholarly undertaking. It is at once an opportunity and a responsibility. It allows students to conduct intensive research in an area of their choosing, work closely with several faculty advisers, and contribute their voice to an ongoing scholarly dialogue. It takes students into the library and sometimes beyond campus in search for materials and ideas that students make their own. It is, in many ways, what faculty members do in their own scholarly work.

Students interested in pursuing an honors project in Asian studies are highly encouraged to attend the program's honors meeting during the spring semester.

BIOCHEMISTRY

Danielle H. Dube, *Program Director*

Emily Murphy, *Program Coordinator*

Professor: Bruce D. Kohorn (Biology)

Associate Professors: Danielle H. Dube (Chemistry), Benjamin C. Gorske (Chemistry), Anne E. McBride (Biology)

Assistant Professor: Kana Takematsu† (Chemistry)

Laboratory Instructors: Aimee Eldridge, Kate R. Farnham

Contributing Faculty: Richard D. Broene†, Barry A. Logan

Requirements for the Major in Biochemistry

Required courses:

- Biology 1102 or 1109
- Biology 2124
- Chemistry 1092, 1102, or 1109
- Chemistry 2250, 2260, 2320, and 2510
- Mathematics 1700 or higher
- Physics 1130 or 1140

Two electives from the following (One must be 3000 or above.):

- Biology 2210, Plant Ecophysiology
- Biology 2112, Genetics and Molecular Biology
- Biology 2118, Microbiology
- Biology 2175, Developmental Biology
- Biology 2557, Immunology
- Biology 2566, Molecular Neurobiology
- Biology 3304, The RNA World
- Biology 3306, Free Radicals and Antioxidants
- Biology 3314, Advanced Genetics and Epigenetics
- Biology 3333, Advanced Cell Biology
- Chemistry 2100, Chemical Analysis
- Chemistry 3250, Structure Determination in Organic Chemistry
- Chemistry 3270, Biomimetic and Supramolecular Chemistry
- Chemistry 3310, Chemical Biology
- Chemistry 3510, Reactivity and Kinetics

BIOCHEMISTRY

A minimum of eleven courses from among the required and elective biochemistry courses must be completed for the major. Students placing into Math 1800 or higher must take Math 1300 (Biostatistics), Math 1400 (Statistics in the Sciences), or one math course at the 1800 level or above.

Students placing out of Biology 1109, Chemistry 1109, Physics 1130 or 1140 must still complete a minimum of eleven courses related to biochemistry.

Additional Information

- Only one D grade is allowed in courses required for the major. This D must be offset by a grade of B or higher in another course also required for the major. Students may not count courses taken Credit/D/Fail toward the major.
- Advanced placement exams are used for placement in courses for the biochemistry major, but do not count toward the eleven courses required for the major.
- Biochemistry majors cannot minor or major in biology, chemistry, or neuroscience. Bowdoin does not offer a minor in biochemistry.
- Students may request transfer credit by talking with the program director the semester prior to enrolling in a course.
- Independent studies do not count as an elective, but can count as one of the eleven required courses for the major.

BIOLOGY

Barry A. Logan, *Department Chair*

Mary Keenan, *Department Coordinator*

Professors: Patsy S. Dickinson (Neuroscience), Amy S. Johnson, Bruce D. Kohorn

(Biochemistry), Barry A. Logan, Michael F. Palopoli

Associate Professors: Jack R. Bateman, David B. Carlon, Vladimir Douhovnikoff, Hadley

Wilson Horch† (Neuroscience), William R. Jackman, Anne E. McBride (Biochemistry)

Assistant Professors: Patricia Jones, Mary Rogalski (Environmental Studies)

Director of Bowdoin Scientific Station on Kent Island: Patricia Jones

Director of Schiller Coastal Studies Center: David B. Carlon

Lecturer: Stephanie A. Richards

Visiting Faculty: Sarah Kingston

Fellow: Brittany Jellison

Laboratory Instructors: Pamela J. Bryer, Shana Stewart Deeds, Aimee M. Eldridge, Kate R.

Farnham, Sandra Fussell, Stephen A. Hauptman, Jaret S. Reblin, Bethany Whalon

Requirements for the Major in Biology

Students majoring in biology can meet their major requirements by completing either the Integrative Biology concentration or Ecology, Evolution, and Marine Biology concentration. Each concentration consists of twelve courses, including at least eight courses in the department, exclusive of independent study and courses below 1100.

Integrative Biology Concentration

Required courses:

- Biology 1102 or 1109
- Chemistry 1092, 1102, or 1109 or higher
- two courses chosen from any two of the following departments:
 - courses higher than 1100 in computer science, earth and oceanographic science, or physics; mathematics 1300 or higher
 - Psychology 2520 may also satisfy this requirement in place of Mathematics 1300, or higher.
- one 2000-level course (or above) in any of the natural sciences including biology (division a courses), or one course in Mathematics 1300 or higher
- three of the thirteen core courses listed below:
 - Core courses are divided into three groups.
 - One course must be taken from each of the three groups.
 - Courses listed in more than one group may not be double-counted between groups.
- four elective courses
 - Two of the elective courses must be numbered higher than 2499.

BIOLOGY

Group 1:

- Biology 2112, Genetics and Molecular Biology
- Biology 2118, Microbiology
- Biology 2124, Biochemistry and Cell Biology
- Biology 2135, Neurobiology
- Biology 2175, Developmental Biology

Group 2:

- Biology 2135, Neurobiology
- Biology 2175, Developmental Biology
- Biology 2210, Plant Ecophysiology
- Biology 2214, Comparative Physiology

Group 3:

- Biology 2315, Behavioral Ecology and Population Biology
- Biology 2316, Evolution
- Biology 2319, Biology of Marine Organisms
- Biology 2325, Biodiversity and Conservation Science
- Biology 2327, Ecology
- Biology 2330, Marine Molecular Ecology and Evolution

Ecology, Evolution, and Marine Biology Concentration

Required courses:

- Biology 1102 or 1109
- Chemistry 1092, 1102, 1109, or higher
- a mathematics course 1300 or higher; or Psychology 2520, Data Analysis
- Biology 3308, Research in Ecology, Evolution, and Marine Biology
- foundation in Ecology, Evolution, and Marine Biology:
 - two courses from:
 - ❑ Biology 2327, Ecology
 - ❑ Biology 2316, Evolution
 - ❑ Biology 2319, Biology of Marine Organisms, or the Bowdoin Marine Science Semester can count for both of these foundational courses (if not used to meet another requirement).
 - breadth in the biological sciences:
 - one course from each of the following groups:
 - ❑ genetics, molecular, cellular, and developmental biology
 - ♣ Biology 2112, Genetics and Molecular Biology

- ❖ Biology 2118, Microbiology
 - ❖ Biology 2124, Biochemistry and Cell Biology
 - ❖ Biology 2175, Developmental Biology
 - ❑ integrative physiology
 - ❖ Biology 2210, Plant Ecophysiology
 - ❖ Biology 2214, Comparative Physiology
 - ❖ Biology 2135, Neurobiology
- advanced topics in Ecology, Evolution, and Marine Biology:
 - o two courses from the advanced topics options (one must be higher than 2500):
 - ❑ The Bowdoin Marine Science Semester can count for both advanced topic options (if not used to meet another requirement).
 - ❑ Biology 2554, Biomechanics
 - ❑ Biology 2577, The Omics Revolution: Computational Genomics
 - ❑ Biology 2581, Forest Ecology and Conservation
 - ❑ Biology 3280, Plant Responses to the Environment
 - ❑ Biology 3307, Evolutionary Developmental Biology
 - ❑ Biology 3317, Molecular Evolution
 - ❑ Biology 3581, Ecological Genetics
- natural and computational science:
 - o two courses from:
 - ❑ Biology 1101, Biological Principles
 - ❑ Biology 1174, Biomathematics
 - ❑ Biology 2210, Plant Ecophysiology (if not used to meet another requirement)
 - ❑ Biology 2319, Biology of Marine Organisms (if not used to meet another requirement)
 - ❑ Biology 3314, Advanced Genetics and Epigenetics
 - ❑ Chemistry 2050, Environmental Chemistry
 - ❑ Computer Science 1101 or higher
 - ❑ Environmental Studies 2004, Understanding Place: GIS and Remote Sensing
 - ❑ Environmental Studies 2201, Perspectives in Environmental Science

- ❑ EOS 1505, Oceanography
- ❑ EOS 2005, Biogeochemistry
- ❑ EOS 2251, Marine Biogeochemistry
- ❑ Physics 1130, Introductory Physics I, or Physics 1140, Introductory Physics II
- ❑ The Bowdoin Marine Science Semester (if not used to meet another requirement; can satisfy both course requirements)

Students are advised to complete Biology 1102 or 1109 and courses in chemistry for the major by the end of the sophomore year. Students planning postgraduate education in science or the health professions should note that graduate and professional schools may have additional admissions requirements in chemistry, mathematics, and physics. It is strongly advised that students consult with faculty on the design of their major and discuss the options of research projects through independent studies, fellowship-funded summer research, and honors projects. Students planning careers in the health professions should contact Seth Ramus, director of health professions advising.

Advanced Placement or International Baccalaureate credits may not be used to fulfill any of the course requirements for the major.

The biology department participates in the biochemistry, environmental studies, and neuroscience programs. See pages 55, 79, and 104 for more information. Students majoring or minoring in biology may not also major in biochemistry or neuroscience.

With departmental approval, students are allowed to count courses taken at a different college or university toward the major.

Requirements for the Minor in Biology

The minor consists of five courses within the department, exclusive of independent study and courses below the 1100 level.

Required courses:

- Biology 1102 or 1109
- two core courses
 - o To focus on integrative biology, take one course each from a different core group (see requirements for the major in Integrative Biology).
 - o To focus on ecology, evolution, and marine biology, take two courses from the foundation in Ecology, Evolution, and Marine Biology requirement list.
- two elective courses above the 1100 level
 - o To focus on integrative biology, these courses can be any course in biology above 1100 or Math 1808.
 - o To focus on ecology, evolution, and marine biology, take two courses on the advanced topics in Ecology, Evolution, and Marine Biology requirement list, or one on the advanced topics list and one on the natural and computational science requirement list.

Grade Requirements

Only one D grade is allowed in courses required for the major or minor. This D must be offset by a grade of B or higher in another course also required for the major or minor. Courses that count toward the major or minor must be taken for regular letter grades (not Credit/D/Fail).

CHEMISTRY

Elizabeth Stemmler, *Department Chair*

Emily Murphy, *Department Coordinator*

Professors: Richard D. Broene†, Jeffrey K. Nagle, Elizabeth A. Stemmler, Dharni Vasudevan† (Environmental Studies)

Associate Professors: Danielle H. Dube (Biochemistry), Benjamin C. Gorske (Biochemistry)

Assistant Professor: Kana Takematsu† (Biochemistry)

Senior Lecturer: Michael P. Danahy

Visiting Faculty: Ryan Nelson, Michael Sommer

Laboratory Instructors: Rene L. Bernier, Martha B. Black, Danielle Haas Freeman, Colleen T. McKenna, Paulette M. Messier, Daniel Tesfagaber

Requirements for the Major in Chemistry

The chemistry major consists of a core curriculum and additional electives within a single area of concentration.

Required courses:

- Chemistry 1092 or 1102 or 1109
- Chemistry 2100
- Chemistry 2250
- Chemistry 2400
- Mathematics 1700 or 1750, or placement above Mathematics 1750
 - o Students who place above Math 1700/1750 intending to pursue graduate studies are encouraged (not required) to take a math course.
- Physics 1130 and 1140
 - o For students who place into Physics 1140, only one physics course is required.

Students are advised to begin their core curriculum as soon as possible. Depending on preparation and placement results, some students may begin with advanced courses.

Area of Concentration Requirements

Chemical Concentration, five credits:

- Chemistry 2260
- Chemistry 2510

CHEMISTRY

- Chemistry 2520
- two electives from the following:
 - Chemistry 2320
 - Chemistry 3000 or higher
 - Only one course numbered 4000 or higher can serve as one of the two electives.

Educational Concentration, seven credits:

- Chemistry 2510 or 2520
- Education 1101, 2203, 3301, and 3302
 - These four courses also count toward an education minor or education coordinate major. This is the only exception to chemistry's double-counting rule that allows only two courses to count double between two majors or a major and a minor.
- two additional chemistry electives selected in consultation with the advisor
- Students interested in pursuing a minor or coordinate major in education, or the Bowdoin Teacher Scholars certification program, should consult with their major advisor as well as with a faculty member in the education department to discuss course selection and content area prerequisites.

Environmental Concentration, five credits:

- Chemistry 2510
- two molecular perspective courses from the following:
 - Chemistry 2050, 3050, 3060, or 3100
- one environmental perspectives course from the following:
 - Chemistry 1105; Earth and Oceanographic Science 2005, 2525, 2585, 3020, 3525; Physics 2810, 3810; Biology 2232, 2319, 2327, 2581
- one additional course from the molecular or environmental perspectives course lists
- at least one course from the advanced level (3000–3999) of either molecular or environmental perspectives courses

Geochemical Concentration, five credits:

- Chemistry 2050
- Chemistry 2510
- Chemistry 3100
- two electives from the following:
 - Earth and Oceanographic Science 2005, 2165, 2535, 2585, 3020, or 3115
 - At least one elective must be at the advanced level (3000–3999).

Neurochemical Concentration, seven credits:

- Biology 1102 or 1109
- Chemistry 2260
- Chemistry 2320
- Chemistry 2510 or 2520
- two electives from the following:
 - Biology 2135, 2553, 2566
- one advanced neuroscience course (3000–3999)

Requirements for the Minor in Chemistry

The minor consists of four chemistry courses at or above the intermediate level (2000–2969). One intermediate or advanced independent study can count toward the minor.

Biochemistry majors may not declare a major or minor in chemistry.

Additional Information

Only one grade of D may be counted for the major or minor. This D must be offset by a grade of B or higher in another chemistry course also required for the major or minor. Generally, courses for the major or minor must be taken for regular letter grades (not Credit/D/Fail). Under special circumstances, however, a student may petition the department chair to allow one course required for the major or minor to be taken with the Credit/D/Fail grading option. With prior approval from the department chair, up to two transfer credits can count toward the major or minor.

Advanced Placement/International Baccalaureate (AP/IB)

Students who received a minimum score of four on the Chemistry AP exam or a minimum score of five on the Chemistry IB exam are eligible to receive a credit and can count it toward the major or minor after completion of Chemistry 2050, 2100, 2250, 2400, 2510, or 2520 with a minimum grade of C-; however, credit is not given if the student places into or elects to take Chemistry 1091, 1101, or 1109. Regardless of AP/IB score, all students must take the placement exam. In order to receive credit for advanced placement work, students must have their scores officially reported to the Office of the Registrar by the end of their sophomore year at Bowdoin.

The chemistry major can serve as preparation for many career paths after college, including the profession of chemistry, graduate studies in the sciences, medicine, secondary school teaching, and many fields in the business world. The department offers programs based on the interests and goals of the student; therefore, a prospective major should discuss their plans with the department as soon as possible. Regardless of career goals, students are encouraged to develop their critical thinking and problem-solving skills by participating in a collaborative student-faculty research project (Chemistry 2970–2979, 4000–4051, or summer research).

The department also offers an American Chemical Society-certified major in chemistry. The requirements for certification are met by taking additional courses in chemistry and other disciplines. Students interested in this certification program should consult their advisor and refer to guidelines found at acs.org/cpt.

Independent Study

Students may engage in independent study at the intermediate (2970–2979) or advanced (4000–4051) level. Majors pursuing honors in chemistry are required to register for advanced independent study during the fall and spring semesters of their senior year and attend weekly seminars/workshops on Fridays, 2:30–4:00 p.m., during both semesters.

Interdisciplinary Majors

The chemistry department participates in the biochemistry and environmental studies programs, as well as the interdisciplinary chemical physics major. See pages 89–93 for more information.

CINEMA STUDIES

Tricia Welsch, *Program Director*

Laurie Holland, *Program Coordinator*

Professors: Aviva Briefel (English), Shu-chin Tsui† (Asian Studies), Tricia Welsch

Assistant Professor: Allison A. Cooper (Romance Languages and Literatures)

Film has emerged as one of the most important art forms of the modern era. The Cinema Studies Program at Bowdoin introduces students to the techniques, history, and literature of film in order to cultivate an understanding of both the vision and craft of film artists and the views of society and culture expressed in cinema. Bowdoin College does not offer a major in cinema studies.

Requirements for the Minor in Cinema Studies

Students minoring in cinema studies are required to complete a total of five courses with a grade of C- or better. Courses taken Credit/D/Fail do not count toward the minor.

Required courses:

- Cinema Studies 1101, Film Narrative
- Cinema Studies 2201, Film History, 1895–1935; or 2202, Film History, 1935–1975; or 2264, Film Genres in American Cinema
- one 3000-level seminar that must be taken at Bowdoin
- one cinema studies course that incorporates theory
- one cinema studies course in non-US cinema

Additional Information

- Students may count one class for more than one requirement, e.g., a 3000-level course with a theory component.
- No more than two courses below the 2000 level, including first-year seminars, count toward the minor.

- No more than one independent study may count toward the minor.
- Normally, one course taken at another college or university may be applied to the minor at the introductory or 2000 level upon approval by the program director and faculty.

CLASSICS

Robert B. Sobak, *Department Chair*
Sandra Kauffman, *Department Coordinator*

Professor: Barbara Weiden Boyd

Associate Professors: James A. Higginbotham, Jennifer Clarke Kosak†, Robert B. Sobak

Lecturer: Michael Nerdahl

Visiting Faculty: Catherine Baker

The Department of Classics offers a classics major with three different concentrations: one with a focus on Greek and Latin (classical languages and literature), one with a focus on Greek and Roman material culture (classical archaeology), and one with a focus on Greek and Roman culture and history (classical studies). Students pursuing these majors are encouraged to study not only the languages and literatures but also the physical monuments of Greece and Rome. This approach is reflected in the requirements for the three concentrations: courses in Greek and/or Latin and in classical archaeology, history, and culture must be fulfilled.

The classics program is arranged to accommodate both those students who have not studied classical languages and those who have had extensive training in Latin and Greek. The objective of Greek and Latin courses is to study the ancient languages and literatures in the original. By their very nature, these courses involve students in the politics, history, and philosophies of antiquity. Advanced language courses focus on the analysis of textual material and on literary criticism.

Requirements for the Major in Classics

The classics major consists of ten courses with concentrations in three possible areas: classical languages and literatures, classical archaeology, and classical studies.

Classical Language and Literatures Concentration:

- at least six courses in Latin and/or Greek, including two at the 3300 level
 - Students are encouraged to take courses in both languages.
- either Archaeology 1101 or 1102
- either Classics 1101 or 1102
- at least one of the following courses: Classics 1111, 1112, 2777, or 2757
- one additional course chosen from among any offered by the department, including first-year seminars

Classical Archaeology Concentration:

- at least five courses in classical archaeology, including Archaeology 1101 and 1102 and at least one 3000-level archaeology class

- four semesters of Latin or three semesters of Greek
- Students in this concentration are also encouraged to take one of Classics 1111, 1112, 2777, or 2757.
- one additional course chosen from among any offered by the department, including first-year seminars

Classical Studies Concentration:

- three semesters of Latin or Greek
- at least one of the following courses: Archaeology 1101 or 1102, Classics 1101 or 1102
- at least one of the following courses: Classics 1111, 1112, 2777, or 2757
- at least three 2200-level courses in classics or classical archaeology
 - There is an option to take an appropriate course in another department—such as government, religion, or philosophy—in place of one of the three courses at the 2200 level, with department approval.
- at least two courses in the department (classics, Greek, Latin, or archaeology) offered at the 3300 level

All students in classics are required to take a research seminar (a 3000-level course designated as such) in their junior or senior year, and all students must take one of their required 3000-level courses during their senior year.

Interdisciplinary Major

The department participates in an interdisciplinary program in archaeology and art history. See pages 89–93.

Requirements for the Minor

Students may choose a minor in one of five areas:

- Greek: five courses in the department, including at least four in the Greek language
- Latin: five courses in the department, including at least four in the Latin language
- Classics: five courses in the department, including at least four in the classical languages; of these four, one should be either Greek 2204 or a Latin course at the advanced level (3300–3999)
- Archaeology: six courses in the department, including either Archaeology 1101 or 1102, one archaeology course at the advanced level (3300–3999), and two other archaeology courses
- Classical studies (Greek or Roman): six courses, including:

- o for the Greek studies concentration, two courses in the Greek language; Archaeology 1101; one of the following: Classics 1011 (or any other appropriate first-year seminar), 1101, 1102, 1111, or 2777; Government 2200; or Philosophy 2111; and two of the following: any advanced archaeology course (3300–3999) focusing primarily on Greek material; Classics 2970–2973 (Independent Study), or any intermediate or advanced Greek or classics course (2000–2969 or 3300–3999) focusing primarily on Greek material
- o for the Roman studies concentration, two courses in the Latin language; Archaeology 1102; one of the following: Classics 1018 (or any other appropriate first-year seminar), 1101, 1102, 1112, or 2757; Government 2200; or Philosophy 2111; and two of the following: Archaeology 2202 or any archaeology course numbered 3000–3999 focusing primarily on Roman material; Classics 2970–2973 (Independent Study) or any intermediate or advanced Latin or classics course (2000–2969 or 3300–3999) focusing primarily on Roman material

Other courses in the Bowdoin curriculum may be applied to this minor if approved by the Department of Classics.

Classics and Archaeology at Bowdoin and Abroad

Archaeology classes regularly use the outstanding collection of ancient art in the Bowdoin College Museum of Art. Of special note are the exceptionally fine holdings in Greek painted pottery and the very full and continuous survey of Greek and Roman coins. In addition, there are numerous opportunities for study or work abroad. Bowdoin is a participating member of the Intercollegiate Center for Classical Studies in Rome, where students majoring in classics and classical archaeology can study in the junior year. It is also possible to receive course credit for field experience on excavations. Interested students should consult members of the department for further information. Normally three courses per semester taken abroad can count toward the major and normally one course per semester toward the minor.

Students contemplating graduate study in classics or classical archaeology are advised to begin the study of at least one modern language in college, as most graduate programs require competence in French and German as well as in Latin and Greek.

Advanced Placement and International Baccalaureate (AP/IB)

Students who received a minimum score of four on the Latin AP exam are eligible to receive a general credit toward the degree if they take a Latin course at the 3000 level and earn a minimum grade of B-. Regardless of AP scores, students should complete the placement questionnaire. No major or minor credit is given. In order to receive credit for advanced placement work, students must have their scores officially reported to the Office of the Registrar by the end of their sophomore year at Bowdoin. Students who took the Latin IB exam should consult the department for credit.

Additional Information

- As a capstone to this major, a research seminar taken in the junior or senior year is required; a research seminar is one in which a substantial research project is undertaken and successfully completed.

- Courses that count toward the programs offered by the department must be taken for regular letter grades (not Credit/D/Fail), and students must earn grades of C- or better in these courses.
- First-year seminars count as electives toward the major and minor.
- Normally, independent studies and honors projects only count toward the major or minor with prior approval of the department.

COMPUTER SCIENCE

Stephen M. Majercik, *Department Chair*

Suzanne M. Theberge, *Senior Department Coordinator*

Professor: Eric L. Chown

Associate Professors: Stephen M. Majercik, Laura I. Toma†

Assistant Professors: Sean K. Barker, Sarah M. Harmon, Mohammad T. Irfan† (Digital and Computational Studies)

Visiting Faculty: Stacy Doore, Allen Harper

The major in computer science focuses on critical thinking and problem-solving, and is designed to blend background in traditional core areas (theory, systems, and artificial intelligence), as well as emerging areas such as human-computer interaction, social and economic networks, nature-inspired computation, distributed systems, and resource-efficient algorithms.

Requirements for the Major in Computer Science

The major in computer science consists of at least ten courses.

Required courses:

- Computer Science 2101, Data Structures
- Computer Science 2200, Algorithms
- Computer Science 2330, Foundations of Computer Systems
- six computer science electives at the 2000 level or above that satisfy the following requirements:
 - at least one course designated as Algorithms/Theory: Computer Science 3210, 3225, 3250
 - at least one course designated as Artificial Intelligence: Computer Science 2400, 3400, 3415, 3420, 3445, 3455
 - at least one course designated as Systems: Computer Science 2300, 2320, 2505, 3300, 3310, 3325
 - at least one course designated as a projects course: Computer Science 2505, 3225, 3325, 3415, 3445, 3455, 3715, 3725
 - at least three advanced-level courses numbered 3000 or higher
- one mathematics course numbered 1000 or higher

One independent study at the intermediate or advanced level may be applied toward the required number of computer science courses, but cannot be used to fulfill any other requirements (areas, projects, or 3000 level).

Most students begin the major with Computer Science 1101, followed by Computer Science 2101. Computer Science 1101 has no prerequisites and requires no prior knowledge of computer science. Students who wish to start with a less programming-oriented introduction to the field may choose to take Computer Science 1055, followed by Computer Science 1103, followed by Computer Science 2101. Students with prior knowledge of computer science can place out of 1101 and start with 1103 or with 2101.

Students—particularly those who intend to do graduate work in computer science—are encouraged to collaborate with faculty on research projects through independent studies, honors projects, and fellowship-funded summer research.

Requirements for the Minor in Computer Science

The minor in computer science consists of at least four courses, numbered 2000 or higher. Independent studies in computer science cannot count toward the minor.

Interdisciplinary Major

The department participates in an interdisciplinary major program in computer science and mathematics. See pages 89–93.

Additional Information

- Each of the courses required for the major or minor must be taken for a regular letter grade (not Credit/D/Fail) with a minimum earned grade of C-.
- The prerequisite for 2000-level courses is a grade of C or better on the final in Computer Science 1101 or 1103. For courses at the 2000 level or above, a grade of C- or better must be earned in the course for it to serve as a prerequisite for another computer science course.
- At most two of the nine computer science courses required for the major, or one of the four computer science courses required for the minor, can be transfer credit from other institutions.
- Advanced Placement and International Baccalaureate scores, in addition to the computer science placement test, are only used for placement.

EARTH AND OCEANOGRAPHIC SCIENCE

Philip Camill, *Department Chair*

Bridget Spaeth, *Department Coordinator*

Professors: Rachel J. Beane, Philip Camill (Environmental Studies), Collin S. Roesler

Associate Professors: Peter D. Lea, Emily M. Peterman

Assistant Professor: Michèle G. LaVigne

Visiting Faculty: Jaclyn Baughman

Laboratory Instructors: Cathryn Field, Joanne Urquhart, Elizabeth Walker

Instrument Technician: Emily Kallin

Requirements for the Major in Earth and Oceanographic Science (EOS)

The major consists of ten courses.

Required courses:

- one of EOS 1105, 1305, 1505, or 1515
- EOS 2005
- one of the following:
 - Biology 1102 or 1109; or Chemistry 1092 or 1102 or 1109; or Computer Science 1101; or Mathematics 1300, 1400, 1800, 1808, or 2000 level; or Physics 1140
- one course with a laboratory (numbers ending in five) from each of the following three areas:
 - Solid Earth: EOS 2115, 2125, 2145, 2165, or 2215
 - Earth Surface Processes: EOS 2315, 2335, 2345, 2355, or 2365
 - Oceans: EOS 2525, 2535, 2575, 2585, 2605, 2625, 2635, or 2665
- one research experience course: EOS 3115, 3515, 3525, or 3625
- one senior seminar: EOS 3020, 3140, or 3520
- two EOS electives at the intermediate (2000–2969) or advanced (3000–3999) level
 - One of these electives may be one of the following courses: Biology 2319, 2325; or Chemistry 3050, 3060; or Computer Science 3225; or Environmental Studies 2004 or 2331; or Physics 2250, 2510, or 2810; or an approved off-campus study or summer field course comparable to a 2000-level or above EOS course at Bowdoin.

Additional Information

- Only one course numbered 1100–1999 in earth and oceanographic science may be counted toward the major requirements.
- Students may opt to begin the major with EOS 2005 having previously taken Biology 1102 or 1109, or Chemistry 1092, 1102, or 1109. Such students may substitute an intermediate EOS laboratory course (2000–2969) or research experience course (EOS 3115, 3515, or 3625) for introductory EOS (1100–1999).

- Independent studies do not count toward the major requirements.
- All courses counted toward the major must be completed with a C- or better.
- Courses taken to fulfill major or minor requirements must be taken for regular letter grades (not Credit/D/Fail).
- Normally, one course taken at another college or university may be counted toward the earth and oceanographic science major requirements with departmental approval.

Requirements for the Minor in Earth and Oceanographic Science

The minor consists of five courses.

Required courses:

- EOS 2005
- Four additional courses meeting the following criteria:
 - o no more than one introductory course numbered 1100–1999;
 - o at least two courses must be lab courses; and
 - o at least three courses must be at the 2000 level or above.
- Courses taken at other institutions or study away programs may not be counted toward the EOS minor.
- All courses counted toward the minor need to be completed with a C- or better.

Postgraduate Study

Students planning postgraduate study in earth and oceanographic science should note that they might present a stronger application if they take additional courses in the department and in the contributing sciences: biology, chemistry, computer science, mathematics, and physics. It is strongly advised that students consult with faculty on the design of their major and discuss the options of research projects through independent studies, fellowship-funded summer research, and honors projects.

Interdisciplinary Majors

The department does not explicitly participate in formal interdisciplinary programs. However, the Departments of Earth and Oceanographic Science and Physics have identified major and minor pathways for students interested in majoring in earth and oceanographic science with an interest in physics (earth and oceanographic science major/physics minor), and students interested in majoring in physics with an earth and oceanographic science application (physics major/earth and oceanographic science minor). Students interested in an earth and oceanographic science major/physics minor with an interest in the solid earth discipline would be best served by selecting their optional physics courses from Physics 2130, 2150, 2230, 2250, 2510, 3000, 3010, or 3020; those with an interest in the surface earth discipline should choose from Physics 2130, 2220, 2230, 2810, 3010, 3020, or 3810; those with an interest in the oceanography discipline should choose from Physics 2130, 2150, 2230, 2240, 2810, 3000, 3010, 3020, 3120, 3130, or 3810.

ECONOMICS

Rachel Connelly, *Department Chair*

Elizabeth Weston, *Department Coordinator*

Professors: Rachel Connelly†, Deborah S. DeGraff, John M. Fitzgerald, Jonathan P. Goldstein, Guillermo E. Herrera†, B. Zorina Khan

Associate Professors: Gregory P. DeCoster, Erik Nelson, Daniel F. Stone

Assistant Professors: Matthew J. Botsch, Stephen D. Morris†, Gonca Senel

Visiting Faculty: Leslie Julian Lipschitz, Ju Young Park

The major in economics is designed for students who wish to obtain a systematic introduction to the theoretical and empirical techniques of economics. It provides an opportunity to learn economics as a social science, to study the process of drawing inferences from bodies of data and testing hypotheses against observation, and to apply economic theory to particular social problems. Such problems include economic development, the functioning of economic institutions (i.e., financial markets, labor markets, corporations, government agencies), and current policy issues (i.e., the federal budget, poverty, the environment, globalization, deregulation). The major is a useful preparation for graduate study in economics, law, business, finance, or public administration, but majors have gone on to medicine, environmental policy, and many other fields.

Requirements for the Major in Economics

There are seven required courses for the major:

- core: Economics 2555, 2556, and 2557
- three advanced topics courses numbered in the 3000s, at least one of which must be designated as a seminar (course number higher than 3500)
- one additional course in economics numbered 2000 or higher

Either Economics 1050 or 1101 serve as prerequisites for Economics 1102 and because these are prerequisites for most other economics courses, most students begin their work in economics with these introductory courses. Prospective majors are encouraged to take at least one core course by the end of the sophomore year, and all three core courses should normally be completed by the end of the junior year. Advanced topics courses normally have one or more of Economics 2555, 2556, and 2557 as prerequisites. An independent study can be used to satisfy no more than one major requirement; an intermediate independent study can satisfy a 2000-level elective or an advanced independent study can satisfy a 3000-level non-seminar.

All prospective majors and minors are required to complete Mathematics 1600 or its equivalent prior to enrolling in the core courses. Students who aspire to advanced work in economics, e.g., an honors thesis and/or graduate study in a discipline related to economics, are strongly encouraged to master multivariate calculus (Mathematics 1800) and linear algebra (Mathematics 2000) early in their careers. Such students are also encouraged to take Mathematics 2606 instead of Economics 2557 as a prerequisite for Economics 3516. The Economics 2557 requirement is waived for students who complete Mathematics 2606 and Economics 3516. Students should consult the Department of Economics about other mathematics courses that are especially useful for advanced study in economics.

Interdisciplinary Major

The department participates in an interdisciplinary major in mathematics and economics. See pages 89–93.

Requirements for the Minor in Economics

Required courses:

- Economics 2555 or 2556
- two additional elective courses numbered 2000 or higher
- one course from Economics 2557, Mathematics 1300, Mathematics 2606, or Psychology 2520; or a score of four or five on the Advanced Placement Statistics exam (Of this list, only Economics 2557 can simultaneously satisfy the elective requirement.)

Requirements for the Minor in Economics and Finance

Required courses:

- Economics 2555, 3301, 3302
- one additional elective course numbered 2000 or higher and either one additional course from Economics 2557, Mathematics 1300, Mathematics 2606, or Psychology 2520; or a score of four or five on the AP Statistics exam (Of this list, only Economics 2557 can simultaneously satisfy the elective requirement.)

Because Economics 2555 is a prerequisite for Economics 3302 and other upper-level economics courses, prospective minors are encouraged to complete 2555 by the end of their sophomore year.

Economics majors cannot also minor in economics and finance.

To fulfill major or minor requirements, courses must be taken for letter grades and a C- or better must be earned. In order for a course to serve as a prerequisite for a required course, students must earn a C- or better, or Credit.

Advanced Placement/International Baccalaureate (AP/IB)

Students who received a score of four or five on the Microeconomics AP exam are eligible to receive credit for Economics 1101 and students who received a minimum score of four on the Macroeconomics AP exam are eligible to receive credit for Economics 1102. Students who received a minimum score of six on the Economics IB exam are eligible for placement into courses requiring either Economics 1101 and/or Economics 1102, and will receive one general credit. In order to receive credit for AP/IB work, students must have their scores officially reported to the Office of the Registrar by the end of their sophomore year at Bowdoin.

Additional Information

- Normally, two courses taken at another college or university may be counted toward economics major or minor requirements with departmental approval.
- First-year seminars do not fulfill departmental requirements or serve as prerequisites for higher-level courses.

EDUCATION

Doris A. Santoro, *Department Chair*

Lynn A. Brettler, *Department Coordinator*

Professor: Charles Dorn

Associate Professor: Doris A. Santoro

Assistant Professor: Alison Riley Miller

Visiting Faculty: Jacob Fay, Lauren P. Saenz

Coordinate Major in Education

A coordinate major in education requires six courses:

- Education 1101: Contemporary American Education
- five courses at the 2000 level or higher, except Education 2251: Teaching Writing
- Students may count one intermediate independent study and one advanced independent study toward the major.
- With departmental approval, one study away course or course that is not cross-listed with the Department of Education may be used to fulfill the major requirements.
- All majors are encouraged to take a course at the 3000 level.

Course selection for the coordinate major is completed in close consultation with a Department of Education advisor. Students who choose to major in sociology, for instance, might construct a course of study that explores “schooling and social difference” and take courses in educational philosophy; sociology of education; student exceptionality; education and citizenship; and gender, sexuality, and schooling. Students who choose to major in government and legal studies might construct a course of study in “school reform” and take courses in educational policy, education and law, school privatization, urban education, and educational history. Students who choose to major in biology and are considering becoming life science teachers might construct a course of study around “science teaching and learning” and take courses in student exceptionality, science education, teaching and learning, curriculum development, and urban education.

Students may choose to coordinate their study of education with any department/program at Bowdoin that offers a major. Students may count courses cross-listed with education and the home department/program toward both the home department/program major and the coordinate major with the permission of both departments/programs. Students may not declare a coordinate major in education with any of the following: a second departmental major, a student-designed major, or an interdisciplinary major.

Minor in Education

A minor in education requires four courses:

- Education 1101: Contemporary American Education
- three courses at the 2000 level or above, except Education 2251: Teaching Writing
- Students may count up to one intermediate or advanced independent study toward the minor.

- With departmental approval, one study away course or course that is not cross-listed with the Department of Education may be used to fulfill the minor requirements.
- All minors are encouraged to take a course at the 3000 level.

Additional Information

- Students should be aware that Education 3301: Teaching and Learning, and Education 3302: Curriculum Development, have “content area” prerequisite courses that are taken outside of the Department of Education. Students should consult the Department of Education website for details at bowdoin.edu/education.
- Students interested in the Bowdoin Teacher Scholars teacher certification program (see description below) may complete the program’s four prerequisite courses in the context of the coordinate major or the minor, or they may choose to do so outside of either the coordinate major or the minor.
- Courses that count toward the coordinate major, minor, or for Bowdoin Teacher Scholars eligibility must be taken for regular letter grades.
- Students must earn a grade of C- or better in order to have a course count toward the coordinate major or minor, serve as a prerequisite, or count as a content area requirement.
- Core courses in education must be taken at Bowdoin.

Bowdoin Teacher Scholars Program

The Bowdoin Teacher Scholars are a select group of Bowdoin undergraduates and graduates who embrace the College’s commitment to the common good by becoming teachers through a rigorous scholarly and classroom-based program.

Teacher Scholars:

- complete a full-time, fourteen-week, student-teaching practicum in a public school;
- participate in a reflective weekly seminar;
- develop a professional portfolio;
- receive Maine State initial teacher certification (*Note:* Maine State initial teacher certification carries reciprocity with all states and Washington, DC.); and
- gain access to the Boston, New York, and Philadelphia Teaching Induction Programs sponsored by the Consortium for Excellence in Teacher Education.

To become a Teacher Scholar, students must apply for candidacy through the Department of Education, be a community member in good standing as verified by a dean’s review, and have a strong academic record. A cumulative 3.0 grade point average is required as well as a 3.0 grade point average in Education 3301 and 3302. Subject areas of certification include secondary (grades 7–12) mathematics, life science, physical science, English, social studies, and world languages (grades K–12). Because majors at Bowdoin do not always correspond directly with subject areas for public school certification, students are strongly encouraged to meet with a member of the Department of Education early in their college careers.

Content Area Requirements for Bowdoin Teacher Scholars

- Social Studies: six courses in history (at least two of which must be non-US) and one course each in two of the following departments: anthropology, economics, government, psychology, or sociology
- English: eight courses
- Mathematics: eight courses
- World Languages: eight courses in the language in which certification is sought
- Life Science: seven courses in biology and one additional course in biochemistry, chemistry, earth and oceanographic science, math, neuroscience, or physics
- Physical Science: seven courses in one of the following: chemistry, earth and oceanographic science, or physics and one course from another department: chemistry, earth and oceanographic science, math, or physics

Also note that teaching candidates must be fingerprinted and earn a passing score on all examinations specified by the Maine Department of Education.

Pathways

Bowdoin Teacher Scholars follow one of two pathways. In the first, students participate in the program as undergraduates during the spring semester of their junior or senior year. In the second, they participate in the program during a spring semester within two years following their Bowdoin graduation.

Undergraduate Pathway

By the end of the fall semester of their junior or senior year, Teacher Scholars:

- complete prerequisite course work in education (Education 1101, 2203, 3301, and 3302) and in the chosen content area.

During the spring semester of their junior or senior year, Teacher Scholars:

- complete a full-time, fourteen-week practicum (Students receive course credit for this practicum through Education 3303: Student Teaching Practicum.);
- enroll in Education 3304: Bowdoin Teacher Scholars Seminar; and
- may enroll in an advanced independent study on portfolio development.

Note: Students are advised to take only three credits during the practicum semester and should plan to take an additional credit beforehand.

Postgraduate Pathway

By the time they graduate from Bowdoin, Teacher Scholars:

- complete prerequisite course work in Education (Education 1101, 2203, 3301, and 3302) and in the chosen content area.

During a spring semester and within two years of their Bowdoin graduation, Teacher Scholars:

- complete a full-time, fourteen-week practicum (Students receive course credit for this practicum through Education 3303: Student Teaching Practicum.); and
- enroll in Education 3304: Bowdoin Teacher Scholars Seminar.

ENGLISH

Brock Clarke, *Department Chair*

Laurie Holland, *Department Coordinator*

Professors: Aviva Briefel (Cinema Studies), Brock Clarke, David Collings, Marilyn Reizbaum

Associate Professors: Tess Chakkalakal (Africana Studies), Guy Mark Foster, Ann Louise Kibbie,

Aaron W. Kitch†, Belinda Kong (Asian Studies), Hilary J. Thompson, Elizabeth Muther**

Assistant Professors: Samia Rahimtoola, Alexandria Marzano-Lesnevich, Emma Maggie Solberg

Senior Writer in Residence: Anthony E. Walton

Visiting Faculty: Morten K. Hansen

Requirements for the Major in English

There is no required gateway course to the major. All entering first-year students may enroll in first-year seminars, 1100-level courses, and some 2000-level courses. All second-semester first-year students may enroll in any 2000-level course. We encourage prospective majors to take a first-year seminar in their first year and an intermediate (2000-level) seminar in their second year. Students planning to undertake an honors project are encouraged to take a 3000-level seminar and the Introduction to Literary Theory course in their junior year. The department hosts an informational meeting for new concentrators each February, before the College's deadline for declaring a major/minor.

The major requires a minimum of ten courses. These must include the following:

- three pre-1800 courses (only one of which may be a Shakespeare course)
- one intermediate seminar (2000–2099)
- one 3000-level seminar

The remaining courses may be selected from first-year seminars, introductory courses at the 1100 level, intermediate or advanced literature courses at the 2000 and 3000 levels, Independent Study, Advanced Independent Study or Honors (numbered 4000–4029), and Introductory or Advanced Creative Writing.

Note: No more than two courses may come from the department's roster of first-year seminars and introductory courses; no more than two creative writing courses count toward the major. English 1050 and 1060 do not count toward the major; English 1070 is eligible for major credit.

Interdisciplinary Major

The department participates in an interdisciplinary major in English and theater. See pages 89–93.

Requirements for the Major in English with Concentration in Creative Writing

English majors with a concentration in creative writing must satisfy the requirements for the major, including an introductory-level and an intermediate- or advanced-level creative writing course in a single genre (poetry or fiction), and an additional elective course in creative writing. Two of these creative writing courses may be the two allowed within the ten courses required for the major, with an additional creative writing course above the ten required (for a total of eleven courses).

Requirements for the Minor in English

The minor requires five courses in the department. At least three of these must be numbered 2000 or higher. No more than one creative writing course may count toward the minor. English 1050 and 1060 do not count toward the minor.

Major/Minor Grade Policy

Courses that count toward the major and minor must be taken for a letter grade (not Credit/D/Fail), and students must earn grades of C- or better in these courses.

Transfer Credit Policies

The English department accepts up to two transfer credits for classes taken outside of the department, either at Bowdoin or at another institution. Students may count one upper-level course in cinema studies toward the major. Students planning to study away should meet with the chair of the department at least one semester prior to departure. Only one pre-1800 course may be transferred for credit. The department does not give transfer credit for 2000-level seminars or 3000-level seminars. Students may not apply transfer credits to the minor.

Advanced Placement/International Baccalaureate (AP/IB)

Students who received a minimum score of four on the English Literature and Composition AP exam, or a minimum score of six on the English IB exam, are eligible to receive a general credit toward their degree (though not toward a major or minor) following the completion of an English course, not including English 1050, 1060, 1070, and creative writing courses (numbered 1200–1299 and 2850–2899), with a minimum grade of B-. In order to receive credit for advanced placement work, students must have their scores officially reported to the Office of the Registrar by the end of their sophomore year at Bowdoin.

ENVIRONMENTAL STUDIES

Matthew W. Klinge, *Program Director*
 Eileen Sylvan Johnson, *Program Manager*
 Rosemary Armstrong, *Program Coordinator*

Professors: Philip Camill (Earth and Oceanographic Science), Connie Y. Chiang (History), Dharni Vasudevan† (Chemistry)

Associate Professor: Matthew W. Klinge (History)

Assistant Professor: Mary Rogalski (Biology), Shana M. Starobin (Government)

Senior Lecturer: Jill E. Pearlman

Lecturer: Eileen Sylvan Johnson

Visiting Faculty: Anne C.J. Hayden

Contributing Faculty: Mark O. Battle, Rachel J. Beane, David B. Carlon, David Collings, Vladimir Douhovnikoff, Jens Elias Klenner, Natasha Goldman, Alyssa Gillespie, Laura A. Henry, Guillermo E. Herrera†, Amy S. Johnson, Patricia L. Jones, Susan A. Kaplan†, Michèle G. LaVigne, Peter D. Lea, Barry A. Logan, Marcos F. Lopez, Sarah F. McMahon, Erik Nelson, Emily M. Peterman, Samia Rahimtoola, Collin S. Roesler, Allen L. Springer, Anthony E. Walton

Requirements for the Coordinate Major in Environmental Studies

To receive a major in environmental studies at Bowdoin, students must complete the nine credits detailed below and also have a disciplinary major either in an academic department, e.g., biology, or an academic program, e.g., Asian studies.

Required courses:

- Environmental Studies 1101, Introduction to Environmental Studies: Interdisciplinary Approaches (preferably taken as a first-year student)
- one introductory course (numbered 1100 or higher, or Chemistry 1091 or 1092) with a weekly lab in biology, chemistry, earth and oceanographic science, or physics
- Environmental Studies 2201, Perspectives in Environmental Science
- Environmental Studies 2330, Environmental Policy and Politics
- Environmental Studies 2403, Environment and Culture in North American History
- one senior seminar chosen from environmental studies courses numbered 3900–3999
 - o This is a culminating course providing an opportunity for exploration of a topic, or a senior capstone course experience of one semester.
 - o It is preferable to take this course during the senior year.

Beyond these six courses, students choose a concentration made up of three environmental studies (ES) courses of their choice. The concentration is an opportunity for students to develop a particular interest from the broad spectrum of environmental studies courses offered at Bowdoin. Each concentration consists of three ES courses (or three ES-approved courses) that are linked by a cohesive theme. Examples of such a theme might be ecology, food systems,

or energy. Students meet with their ES advisor to discuss possible themes and submit a major planning form to the ES Program.

Requirements for the Minor in Environmental Studies

The minor consists of five courses.

Required courses:

- Environmental Studies 1101
- two environmental studies intermediate courses (2000–2969) or higher, one of which should be outside a student's departmental major
- two core courses in the disciplinary area as specified below:
 - natural science majors: Environmental Studies 2403, Environment and Culture in North American History; and Environmental Studies 2330, Environmental Policy and Politics
 - social science majors: Environmental Studies 2201, Perspectives in Environmental Science; and Environmental Studies 2403, Environment and Culture in North American History
 - humanities majors: Environmental Studies 2201, Perspectives in Environmental Science; and Environmental Studies 2330, Environmental Policy

Independent Study

Students may engage in independent study at the intermediate (2970–2979) or advanced (4000–4051) level. Only one semester of independent study or honors work may count toward the major or the minor.

Additional Information

- A grade of C- or better must be earned in a course to fulfill the major or minor requirements and no courses taken Credit/D/Fail may be applied to the major or minor.
- Advanced Placement/International Baccalaureate: With a score of five, a student can earn one general credit if the student completes Environmental Studies 2201 with a minimum grade of B-. If the student declares a coordinate major in ES, has a score of five on the AP exam, and takes Environmental Studies 2201 with a minimum grade of B-, the student is exempt from taking an introductory science course and does not need to replace it with another course. In order to receive credit for advanced placement work, students must have their scores officially reported to the Office of the Registrar by the end of their sophomore year at Bowdoin.
- Students may count up to three courses cross-listed with ES and the students' departmental or program major to fulfill the environmental studies major requirements.
- With Environmental Studies Program approval, one off-campus study course may be used to fulfill the major requirements. Students may choose to coordinate their environmental studies major with any department/program at Bowdoin that offers a major. Students may not declare a coordinate major in environmental studies with any of the following: a second departmental major, a student-designed major, or an interdisciplinary major (see pages 89-93).

GENDER, SEXUALITY, AND WOMEN'S STUDIES

Marilyn Reizbaum, *Program Director*
Anne E. Clifford, *Program Administrator*

Professor: Jennifer Scanlon†
Assistant Professors: Shenila Khoja-Moolji, Joseph Jay Sosa

Contributing Faculty: Todd Berzon, Margaret Boyle, Aviva Briefel, Judith S. Casselberry, David Collings, Sarah O'Brien Conly, Rachel Connelly†, Sara A. Dickey†, Pamela M. Fletcher, Guy Mark Foster, Alyssa Gillespie, David K. Hecht, Ann Louise Kibbie, Aaron W. Kitch†, Matthew W. Klinge, Tracy McMullen, Kristi Olson, Elizabeth A. Pritchard, Marilyn Reizbaum, Nancy E. Riley, Meghan Roberts, Jill S. Smith, Rachel L. Sturman**, Birgit Tautz†, Shu-chin Tsui†, Krista E. Van Vleet, Hanétha Vété-Congolo, Tricia Welsch

The interdisciplinary Gender, Sexuality, and Women's Studies Program (GSWS) combines a variety of scholarly traditions to develop a culture of critical thinking about the intersections of gender, sexuality, race, and class. Drawing primarily on the humanities and the social sciences, courses in GSWS explore the social construction of identity and experience as well as how difference, marginalization, and resistance exist within and across cultures and historical periods. In its curriculum and its faculty research, GSWS explores the multiple directions that feminist and queer scholarship and activism take locally, nationally, and transnationally.

Requirements for the Major in Gender, Sexuality, and Women's Studies

The major consists of nine courses, including three required core courses.

Required courses:

- GSWS 1101, Introduction to Gender, Sexuality, and Women's Studies
- GSWS 2201, Feminist Theory; or GSWS 2001, Queer Theory
- a GSWS-designated, advanced-level capstone seminar
- The six remaining courses for the major may be chosen from the set of GSWS courses, or from a set of courses in other disciplines that have been approved by the Gender, Sexuality, and Women's Studies Program Committee to count toward the major. GSWS courses are numbered to indicate the level of course instruction. In total, no more than three of the six elective courses may be from any single department outside of GSWS. The departmental affiliation of the course is considered the department of which the instructor is a member. Courses count toward the major if grades of C- or better are earned. One course taken with the Credit/D/Fail grading option may count toward the major as long as a CR (credit) grade is earned for the course.

During the spring of their junior year, students who wish to undertake an honors project must secure the agreement of a faculty member to supervise their independent study project. The honors project supervisor must be an affiliated faculty member with GSWS. If the student's chosen supervisor is not an affiliated faculty member, the student may appeal for permission from the GSWS Program Committee. Two semesters of advanced independent work (Gender, Sexuality, and Women's Studies 4050 and 4051) are required for an honors project in GSWS.

GENDER, SEXUALITY, AND WOMEN'S STUDIES

No more than two independent study courses may count toward the major requirements, unless the student is pursuing an honors project, in which case the limit is three independent studies.

Requirements for the Minor in Gender, Sexuality, and Women's Studies

The minor consists of five courses, including two required courses.

- GSWS 1101, Introduction to Gender, Sexuality, and Women's Studies
- GSWS 2201, Feminist Theory; or GSWS 2001, Queer Theory
- three additional courses

Only two courses from any single department outside of GSWS count toward the minor. All courses must be taken for regular letter grades (not Credit/D/Fail) and students must earn a grade of C- or better in order for a course to count toward the minor.

Additional Information

- First-year seminars can count toward the major or minor.
- GSWS allows up to two transfer courses to count toward the major, one toward the minor.

GERMAN

Jill S. Smith, *Department Chair*

Kate Flaherty, *Department Coordinator*

Professor: Birgit Tautz†

Associate Professor: Jill S. Smith

Assistant Professor: Jens Elias Klenner

Visiting Faculty: Andrew B.B. Hamilton

Teaching Fellow: Wera Neuhauser

The German department offers courses in the language, literature, and culture of the German-speaking countries of Europe. The program is designed for students who wish to become literate in the language and culture, comprehend the relationship between the language and culture, and gain a better understanding of their own culture in a global context. The major is a valuable asset in a wide variety of postgraduate endeavors including business, science, and international careers; and in law and graduate school.

Requirements for the Major in German

The major consists of eight courses.

Required courses:

- German 2204 or the equivalent; and seven additional courses. Of those:
 - o One course may be taken from German 1151–1159 or German 2251–2551; or a course taught by German faculty in other programs may be substituted for this requirement upon prior approval.
 - o The other courses (or all of the seven courses) must be taken from German 2205–4052.

All majors are required to do course work with the department in their senior year; the configuration of this senior work must be determined in direct consultation with the department. This consultation takes place prior to registering for the fall semester of the senior year, which for some students means before they depart for study away. Normally senior work includes two courses at the 33xx level. Prospective majors, including those who begin with first- or second-year German at Bowdoin, may arrange an accelerated program, usually including study away. Majors are encouraged to consider a number of study-away programs with different calendars and formats.

Requirements for the Minor in German

Required courses:

- German 1102 or the equivalent
- any four courses, two must be in the language (2203–2289 and 3300–3999)

With advance departmental approval of the transfer credit, any number of courses from another college or university may count toward the major or minor.

Additional Information

- Courses that count toward the major or minor must be taken for regular letter grades (not Credit/D/Fail) and earn a course grade of C- or better.
- First-year seminars taught by German department faculty count toward the major and minor.
- Students may engage in independent study at the intermediate (2970–2979) or advanced (4000–4051) level. Independent studies, including honors projects, may count toward the major.
- Advanced Placement/International Baccalaureate (AP/IB): Students who received a minimum score of four on the German Advanced Placement exam receive a general credit toward their degree, normally no credit to the major or minor, after completion of a 3000-level German course with a minimum grade of B-. Students who took the German IB exam should consult the department regarding credit. Regardless of earned scores, all students are expected to take the placement exam. In order to receive credit for AP/IB work, students must have their scores officially reported to the Office of the Registrar by the end of their sophomore year at Bowdoin.

GOVERNMENT AND LEGAL STUDIES

Paul N. Franco, *Department Chair*

Lynne P. Atkinson, *Department Coordinator*

Professors: Paul N. Franco, Michael M. Franz†, Janet M. Martin, Christian P. Potholm, Andrew C. Rudalevige, Allen L. Springer, Jean M. Yarbrough†

Associate Professors: Ericka A. Albaugh, Laura A. Henry, Christopher Heurlin (Asian Studies), Henry C. W. Laurence (Asian Studies), Jeffrey S. Selinger**

Assistant Professors: Barbara Elias, Chryl N. Laird, Maron W. Sorenson, Shana M. Starobin (Environmental Studies)

Visiting Faculty: Alyssa Maraj Grahame, Michael C. Hawley, George S. Isaacson

Courses within the department are divided into three levels:

Level A Courses (Government 1000–1999)

First-Year Seminars (1000–1049)

All first-year seminars offered by the department are designed to provide an introduction to a particular aspect of government and legal studies. Students are encouraged to analyze and discuss important political concepts and issues, while developing research and writing skills. Registration is limited to sixteen first-year students in each seminar.

Introductory Lectures

Government 1100, 1400, and 1600 are large lecture courses, limited to fifty students in each, and designed to provide a substantive introduction to American politics, comparative politics, or international relations, respectively. These courses are intended for first-year students and sophomores. Others may take them only with the permission of the instructor.

Level B Courses (Government 2000–2999)

Courses are designed to introduce students to or extend their knowledge of a particular aspect of government and legal studies. Courses range from the more introductory to the more advanced. Registration is limited to thirty-five students in each course. Students should consult the individual course descriptions regarding any prerequisites.

Level C Courses (Government 3000–3999)

Courses provide seniors and juniors, with appropriate background, the opportunity to do advanced work within a specific subfield. Registration is limited to fifteen students in each seminar. These courses are not open to first-year students. Students should consult the individual course descriptions regarding any prerequisites.

Subfields

Courses within the department are further divided into four subfields:

- American politics: Government 1000–1009, 1037–1039, 1100, 2000–2199, 2700–2799, 3000–3199, and 3700–3799
- Comparative politics: Government 1017–1029, 1400, 2300–2599, and 3300–3599
- Political theory: Government 1007–1019, 1040–1045, 2100–2399, 2800–2899, 3100–3399, and 3800–3899
- International relations: Government 1025–1045, 1600, 2500–2899, and 3500–3899

Requirements for the Major in Government and Legal Studies

The major consists of nine courses.

- no more than two courses taken at Level A, no more than one of these a first-year seminar
- a field of concentration, selected from the above list of subfields, in which at least four courses including one Level C course and no more than one Level A course are taken
- at least one course taken in each of the three subfields outside the field of concentration

Requirements for the Minor in Government and Legal Studies

The minor consists of five courses from at least three of the departmental subfields.

- no more than two courses taken at Level A, no more than one of these a first-year seminar

Honors Projects and Independent Study

Students seeking to graduate with honors in government and legal studies must petition the department. Interested students should contact the honors director for specific details. Students must prepare an honors paper, which is normally the product of two semesters of advanced independent study work, and have that paper approved by the department.

Only one semester of independent study work, at any level (intermediate or advanced), may count toward the major or minor. Therefore, graduation with honors normally requires a student to complete at least ten courses in the department. An advanced independent study or honors project may be used to fulfill the Level C major concentration requirement.

Additional Information

- To fulfill major or minor requirements, a grade of C- or better must be earned in a course. Courses used to fulfill major or minor requirements must be taken for regular letter grades (not Credit/D/Fail).
- A total of two credits from outside Bowdoin can normally be applied to the government major or minor. Only one credit can be applied (as a Level B course) to the four-course major concentration requirement. The Level C concentration requirement must be completed at Bowdoin.
- The following courses, while not fulfilling the requirement for any of the four fields of concentration, may be counted toward the total number of courses required for the major or minor: Government 1046–1049, 2900–2969, 2990–2999, 3900–3999, 4020–4029.
- Students who received a minimum score of four on the US Government AP exam or the Comparative Government AP exam are eligible to receive up to one general credit toward the degree after completing a Level B course in government and legal studies in the same subfield as the AP exam and earning a minimum grade of B-. If a student has scores for more than one exam, only one total credit will be awarded. In order to receive credit for AP work, students must have their scores officially reported to the Office of the Registrar by the end of their sophomore year at Bowdoin.

HISTORY

David M. Gordon, *Department Chair*

Rebecca Banks, *Department Coordinator*

Professors: Connie Y. Chiang† (Environmental Studies), Dallas G. Denery II†, David M. Gordon, Patrick J. Rael, Allen Wells†

Associate Professors: David K. Hecht, K. Page Herrlinger*, Matthew W. Klinge (Environmental Studies), Sarah F. McMahon, Brian Purnell (Africana Studies), Meghan K. Roberts, Rachel Sturman** (Asian Studies)

Assistant Professors: Sakura Christmas† (Asian Studies), Javier Cikota, Salar Mohandesi, Strother Roberts, Ya (Leah) Zuo (Asian Studies)

Fellow: Idriss Jebari

Requirements for the Major in History

History offers courses in the following fields of study: Africa, East Asia, Europe, Latin America, South Asia, the United States, Atlantic Worlds, and Colonial Worlds. Multi-field courses fall into more than one of these fields of study.

Before electing to major in history, a student should have completed or have in progress at least two college-level courses in history. In consultation with a faculty advisor in the department, a student should plan a program that begins at either the introductory or the intermediate level and progresses to the advanced level.

The major consists of ten courses, with the following stipulations and required courses:

- no more than two courses below the intermediate level (numbered below 2000) may count toward the major, and these must be taken prior to the junior year;
- no more than six courses in a single field of study may count toward the major;
- a multi-field course may count toward any one of its designated fields;
- three non-Euro/US courses;
- one pre-modern course (These courses are designated by professors and noted in the course descriptions.); and
- three courses numbered 2500 or higher (This includes intermediate seminars (2500– 2999), advanced research seminars (3000s), advanced independent studies, or honors (4000s).).
 - o One of the three upper-level seminars must be a 3000-level capstone seminar. In consultation with a faculty advisor, a major may fulfill this requirement with an honors project.

Requirements for the Minor in History

The minor consists of five courses, with the following stipulations and required courses:

- a maximum of one course below the intermediate level (numbered below 2000), which must be taken prior to the junior year;
- a maximum of one course may be taken at another institution (may not count as an intermediate seminar or higher);

HISTORY

- one course must be taken at the level of intermediate seminar or above (course must be taken at Bowdoin); and
- one course must be non-Euro/US.

Additional Information

- Grades: Students must obtain a minimum course grade of C- to receive credit toward the major or minor. Courses that count toward the major or minor must be taken for regular letter grades (not Credit/D/Fail).
- Study Away: In their sophomore year, students anticipating study away from Bowdoin should discuss with the departmental advisor a plan for the history major that includes work at Bowdoin and elsewhere. Students participating in approved off-campus study may count one history course per semester toward the history major or minor. In exceptional cases, students may petition to receive credit for more than one course per semester toward the history major. In all cases, a maximum of three history courses taken away from Bowdoin may count toward the history major, pending review.
- Honors: To be eligible to register for honors, a student must have the equivalent of a B+ average in courses taken in the department and the approval of a thesis advisor. All history majors seeking departmental honors must research and write an honors thesis.
- Languages: History majors are encouraged to develop competence in one or more foreign languages and to use this competence in their historical reading and research. Knowledge of a foreign language is particularly important for students planning graduate work.
- Advanced Placement/International Baccalaureate (AP/IB): Students who received a four or higher on the Global History AP exam, US History AP exam, or European History AP exam—or a five or higher on the History IB exam—must complete a history course at the 2000 level or above with a minimum grade of B in order to receive a college credit for the exam. AP/IB credits do not count toward the history major or any college requirements; credits from AP/IB exams only count toward total credits needed for graduation. If a student has scores for more than one AP/IB History exam, only one total credit is awarded. In order to receive credit for advanced placement work, students must have their scores officially reported to the Office of the Registrar by the end of their sophomore year at Bowdoin.

Curriculum

- First-year seminars (1000–1049) introduce students to college-level writing through the study of history as a discipline. Registration is limited to sixteen students in each seminar. First-year seminars numbered 1028–1049 fulfill the non-Euro/US requirement for history majors.
- Introductory courses (1100–1999) introduce students to the methods and skills of history as a humanities and social science discipline. (Generally closed to seniors.) Introductory 1000-level courses numbered 1370–1999 fulfill the non-Euro/US requirement for history majors.
- Core courses (2000–2499) survey historical themes and problems and offer opportunities to deepen skills in historical thinking and writing. (Open to all students, including first-year students.) Core courses numbered 2270–2499 fulfill the non-Euro/US requirement for history majors.

- Intermediate seminars (2500–2999) offer the opportunity for more intensive work in critical reading and discussion, analytical writing, library or archival research, and methodology. (Not open to first-year students without instructor's permission; some background in the discipline assumed.) Seminars numbered 2740–2899 fulfill the non-Euro/US requirement for history majors.
- Advanced seminars (3000–3999) expect students to build on prior course work by developing a substantial piece of historical research. (Not open to first-year students without instructor's permission.) Seminars numbered 3270–3999 fulfill the non-Euro/US requirements for history majors.

INTERDISCIPLINARY MAJORS¹

ART HISTORY AND ARCHAEOLOGY

The art history and archaeology major consists of thirteen courses.

Required courses:

- Art History 1100
- Archaeology 1101
- Archaeology 1102
- one of Classics 1101, 1111, 1112, 2757, 2777, 2970–2973, Philosophy 2111, or an intermediate course in religion (2000–2669)
- one of Art History 2130, 2140, or 2150
- Art History 2220
- one of Art History 3000–3999
- two additional art history courses
- three additional archaeology courses, one of which must be at the advanced level (3000–3999)
- Art History 4000 or Archaeology 4000

ART HISTORY AND VISUAL ARTS

The art history and visual arts major consists of thirteen courses.

Required courses:

- Art History 1100
- Visual Arts 1101
- one course in African, Asian, or pre-Columbian art history numbered 1103 or higher

¹*An interdisciplinary major cannot be combined with a second departmental or coordinate major.*

INTERDISCIPLINARY MAJORS

- one of Visual Arts 1201, 1401, or 1601
- four additional art history courses numbered 2000 or higher
- four additional visual arts courses, no more than one of which may be an independent study
- one advanced seminar in art history (3000–3999)

CHEMICAL PHYSICS

The chemical physics major consists of twelve courses.

Required courses:

- Chemistry 1102 or 1109
- Physics 1130
- Physics 1140
- Mathematics 1600
- Mathematics 1700
- Mathematics 1800
- Physics 2130
- Physics 2150
- Chemistry 2510
- one of Chemistry 2520 or Physics 3140
- two courses from the following:
 - o Chemistry 3100, 3400, or approved topics in 4000 or higher
 - o Physics 2250, 3000, 3130, 3810, or approved topics in 4000 or 4001
 - o At least one of these must be at the advanced level (3000–3999).

Other possible electives may be feasible; interested students should check with the departments.

COMPUTER SCIENCE AND MATHEMATICS

The computer science and mathematics major consists of ten courses.

Required courses:

- Mathematics 2000
- Mathematics 2020

- Computer Science 2101
- Computer Science 2200
- Three additional computer science courses, higher than 2000, that satisfy the following:
 - o at least one course in each of the areas Artificial Intelligence and Systems; and
 - o at least one of which is an advanced course (3000–3999).
- three additional mathematics courses, 1800 or higher

Independent studies in computer science cannot count toward this major. Courses that count for this major must be taken for a regular letter grade, not Credit/D/Fail, with a minimum earned grade of C-. At most, two of these courses can be transfer credits from other institutions.

ENGLISH AND THEATER

The interdisciplinary major in English and theater focuses on the dramatic arts, broadly construed, with an emphasis on the critical and embodied study of drama and literature.

Students of English and theater may blend introductory and advanced course work in both fields, while maintaining flexibility in the focus of their work. Honors theses in English and theater are listed as honors in both departments. Students wishing to study away are allowed to count two courses in approved study away programs toward the requirements for the major.

The English and theater major consists of eleven required courses.

Required courses:

- an English first-year seminar or introductory course (1000–1049 or 1100–1999)
- one introductory theater course (1100–1999)
- one course from English on drama before 1800, such as English 1115, English 2200, or the equivalent in English or another department
- one course in modern drama, such as English 2452, 2654, or the equivalent in English or another department
- one advanced course in theater (3000–3999)
- one advanced English seminar (3000–3999)
- one elective in English at the intermediate level (2000–2899)
- one elective in theater or dance at the intermediate level (2000–2999)
- any three additional courses in theater

MATHEMATICS AND ECONOMICS

The mathematics and economics interdisciplinary major consists of eleven required courses.

Required courses:

- Mathematics 1800
- Mathematics 2000

INTERDISCIPLINARY MAJORS

- Mathematics 2206
- Mathematics 2606
- two of Mathematics 2109, 2208, 3108, 3109, 3208, 3209
- either Computer Science 2101, or Mathematics 2209 or 3606
- Economics 2555
- Economics 2556
- Economics 3516
- one additional advanced course in economics (3000–3999)

Courses that count for this major must be taken for a regular letter grade, not Credit/D/Fail, with a minimum earned grade of C-. At most, two of these courses can be transfer credits from other institutions.

MATHEMATICS AND EDUCATION

The interdisciplinary major in mathematics and education combines the study of mathematics and pedagogy. The prescribed mathematics courses represent the breadth of preparation necessary for both the scholarly study as well as the practice of secondary school mathematics. The required education courses provide students with the theoretical knowledge and practicum-based experiences crucial to understanding the challenges of secondary mathematics education. Students completing this major are prepared to become leaders in the field of mathematics education, either as scholars or educators.

The mathematics and education interdisciplinary major consists of eleven required courses.

Required courses:

- Mathematics 1800
- Mathematics 2000
- Mathematics 2020
- at least one mathematics course in modeling chosen from Mathematics 1808, 2109, 2208, or 2209
- at least one mathematics course in algebra and analysis chosen from Mathematics 2301, 2303, 2502, 2602, 2603, or 2702
- at least one mathematics course in geometry chosen from Mathematics 2404 or 3404
- at least one course in statistics chosen from Mathematics 1300, 1400, or 2606
 - o This statistics requirement may alternately be met with a score of four or five on the AP Statistics exam, Economics 2557, or Psychology 2520, provided that the student also completes Mathematics 2206.
- Education 1101
- Education 2203
- Education 3301 and 3302

- o Students must take Education 3301 and 3302 concurrently during the fall semester of their junior or senior year.

Courses that count for this major must be taken for a regular letter grade, not Credit/D/Fail, with a minimum earned grade of C-. At most, two of the courses in mathematics can be transfer credits from other institutions. Transfer credits are not accepted for the courses in education.

PHYSICS AND EDUCATION

The physics and education interdisciplinary major consists of eleven required courses.

Required courses:

- Physics 1130
 - o If a student places out of 1130, no replacement course is required.
- Physics 1140
- Physics 2130
- Physics 2140 or Physics 2150
- Physics 3010
- Earth and Oceanographic Science 1105 (or higher)
- Chemistry 1092, 1102, or 1109 (or higher)
- Education 1101
- Education 2203
- Education 3301 and 3302
 - o Students must take Education 3301 and 3302 concurrently during the fall semester of their junior or senior year.

This major meets all the course requirements for the Bowdoin Teacher Scholars teacher certification program, and majors are eligible to apply for admission to that program. Completing the major requirements in a timely fashion requires advanced planning, so students are strongly encouraged to meet with faculty from both the physics and education departments early in their college careers.

Students pursuing this major may be able to use up to two transfer credits toward the physics, chemistry, or earth and oceanographic science part of the requirements. None of the education requirements can be fulfilled with transfer credit.

In addition, physics and education interdisciplinary majors must:

- achieve a grade of C- or higher in education courses required for this major; and
- achieve a grade of C- or higher in the physics courses if they are to serve as a prerequisite.

Students pursuing this major may receive one D in a required physics course (as long as it is not serving as a prerequisite) and count the course toward the major. No courses taken Credit/D/Fail will be accepted toward the major.

Students may pursue honors projects or independent studies, but they do not replace any of the requirements for this major.

LATIN AMERICAN STUDIES

Nadia V. Celis, *Program Director*

Jean M. Harrison, *Program Coordinator*

Visiting Faculty: Irina Popescu, Marcio Siwi

Contributing Faculty: Margaret Boyle, Nadia V. Celis, Elena M. Cueto Asín, Gustavo Faverón Patriau, Marcos F. Lopez, Joseph Jay Sosa, Krista E. Van Vleet, Hanétha Vété-Congolo, Susan E. Wegner, Allen Wells†, Carolyn Wolfenzon

The Latin American Studies Program explores the history, aesthetic production, and contemporary relationships of the diverse cultural groups of Mexico, the Caribbean, Central and South America, and Latinas and Latinos in the United States. Its multidisciplinary approach is designed to integrate the scholarly methods and perspectives of several disciplines in order to foster increased understanding of Latin America's social differences and economic realities, cultural diversity, transnational connections, historical trajectories, and range of popular culture and artistic and literary expression. Competence in a language spoken in the region other than English (such as Spanish, French, or Portuguese) is required, and it is strongly recommended that students participate in an off-campus study program in Latin America.

Requirements for the Major in Latin American Studies

The major consists of nine courses:

- one course offering a survey of cultural production (literature, art, music, mass media, etc.) in Latin America in Spanish, French, or Portuguese
 - Latin American Studies 2407, Francophone Cultures; or
 - Latin American Studies 2409, Introduction to Hispanic Studies: Poetry and Theater; or
 - Latin American Studies 2410, Introduction to Hispanic Studies: Essay and Narrative
- one course in Latin American history covering several countries and periods in the region, such as Latin American Studies 2401, 2402, or 2403
- one intermediate course (2500–2799) in the social sciences (anthropology, economics, government, psychology, or sociology) that focuses on Latin America or Latinas/Latinos in the United States
 - Students may need to take prerequisite courses in the cross-listed department.
- a concentration of four additional courses centered on a particular theme—e.g., identity and inequality; or geographic region, e.g., the Andes, Caribbean—selected by each major in consultation with a faculty advisor in the Latin American Studies Program
 - The courses for the concentration should be at the intermediate (2000–2969) or advanced (3000–3999) level.

- an elective course in Latin American studies outside the student's concentration
- an advanced course (3000–3999) or advanced independent study in Latin American studies

Requirements for the Minor in Latin American Studies

The minor consists of five courses.

Required courses:

- one Hispanic studies course at Bowdoin beyond Hispanic Studies 2204 (or another appropriate language)
- one course in Latin American history covering several countries and periods in the region, such as Latin American Studies 2401, 2402, or 2403
- three additional courses, two of which must be taken from disciplines outside the student's major department(s)

Independent Studies and Honors Projects

Independent studies can meet requirements for the major or minor only with approval by the director of Latin American studies of a written prospectus of the project. Students contemplating honors candidacy must have established records of A and B grades in program course offerings and must present clearly articulated proposals for scholarly research. Students must prepare and defend an honors thesis before a program faculty committee.

Additional Information

- A maximum of three courses from off-campus study programs may count toward the major and two courses from off-campus study programs may count toward the minor with the approval of the director of Latin American studies.
- Courses that count toward the major or minor must be taken for regular letter grades (not Credit/D/Fail), and students must earn grades of C- or better in these courses.
- A student may count a first-year seminar toward the major or minor elective requirements.

MATHEMATICS

William Barker, *Department Chair*

Suzanne M. Theberge, *Senior Department Coordinator*

Professors: William Barker, Adam B. Levy, Jennifer Taback†, Mary Lou Zeeman†

Associate Professors: John D. O'Brien, Thomas Pietraho†, Manuel L. Reyes

Assistant Professors: Christopher Chong, Naomi Tanabe

Senior Lecturer: Eric C. Gaze

Lecturers: James M. Broda II, Michael King

Visiting Faculty: Subhadip Chowdhury, Behrang Forghani, Patricia Garmirian

Requirements for the Major in Mathematics

A major consists of at least nine courses numbered 1800 or higher.

Required courses:

- Mathematics 2000 and 2020
- an advanced course (3000–3969)
- The requirement of an advanced course (3000–3969) is meant to ensure that all majors have sufficient experience in at least one specific area of mathematics as listed below:
 - o algebra (Mathematics 2502, 2602, 2702, 3602, and 3702)
 - o analysis (Mathematics 2303, 2603, 3204, 3303, and 3603)
 - o modeling and dynamics (Mathematics 2208, 3108, and 3208)
 - o optimization and numerical methods (Mathematics 2109, 2209, 3109, and 3209)
 - o probability and statistics (Mathematics 2206, 2606, and 3606)
 - o geometry and topology (Mathematics 2404, 3204, and 3404)

Students who have already mastered the material in Mathematics 2000 and 2020 may substitute a more advanced course after receiving approval from the department chair. Students must submit a planned program of courses to the department when they declare a major.

Requirements for the Minor in Mathematics

A minor in mathematics consists of a minimum of five courses numbered 1800 or higher.

Interdisciplinary Majors

The department participates in three interdisciplinary majors: computer science and mathematics, mathematics and economics, and mathematics and education. See pages 89–93.

Recommended Courses

Listed below are some of the courses recommended to students with the indicated interests. For a full and rich mathematical experience, it is recommended that students also take courses from across the mathematical spectrum of pure mathematics, applied mathematics, and statistics.

- graduate study: Mathematics 2303, 2501, 2602, 2603, 2702, and at least two advanced courses from Mathematics 3204, 3303, 3404, 3602, 3603, and 3702
- engineering and applied mathematics: Mathematics 1808, 2208, 2209, 2301, 2303, 2501, 2601, 2603, 2606, 3108, 3109, 3208, and 3209
- mathematical economics and econometrics: Mathematics 2000, 2109, 2206, 2209, 2301, 2603, 2606, 3108, 3109, 3208, 3209, 3603, and 3606
- statistics: Mathematics 2000, 2206, 2208, 2209, 2603, 2606, and 3606
- operations research and management science: Mathematics 2000, 2020, 2109, 2206, 2301, 2601, 2606, 3109, and 3606

Additional Information

- Each of the courses required for the major or minor must be taken for a regular letter grade, not Credit/D/Fail, with a minimum earned grade of C-.
- At most, two of the nine courses required for the major, or one of the five courses required for the minor, can be transfer credits from other institutions.
- Independent studies and honors projects can count toward major and minor requirements with prior departmental approval.
- Advanced Placement and International Baccalaureate scores, in addition to the mathematics placement questionnaire, are only used for placement.

MUSIC

Vineet Shende, *Department Chair*

Clare C. MacKenzie, *Department Coordinator*

Professors: Robert K. Greenlee**, Vineet Shende

Associate Professor: Tracy McMullen

Assistant Professor: Marceline Saibou

Senior Lecturer: Frank Mauceri

Lecturers: Anthony F. Antolini, Jordan Benissan, Jeffrey Christmas, Eric LaPerna, Amos Libby, John Morneau, Christopher Watkinson

Artist in Residence: George Lopez

Requirements for the Major in Music

The music major consists of eleven credits that include courses from three areas: social and historical context (x1xx–x3xx), theory and composition (x4xx–x5xx), and performance (x6xx–x8xx). Majors can choose either to pursue a broader curriculum with some balance among these areas or to concentrate in one of them, as indicated in the concentrations listed below. All majors are required to take an independent study in their final semester that includes a seminar component. Honors work normally adds one extra course credit, and its second semester counts for the senior independent study. Only one academic course in which the grade of CR (Credit) is received may count toward the major, and only grades of C- or higher count toward the major.

General Concentration

Required courses:

- social and historical context: at least three credits
 - o Music 1101 or 2101
 - o two elective courses (x1xx–x3xx)*
- theory and composition: at least three credits
 - o Music 1401
 - o two elective courses (x4xx–x5xx)*
- performance: at least two credits
 - o two consecutive semesters in a single ensemble (27xx)**
 - o two consecutive semesters in intermediate individual performance studies (28xx)**
- two additional electives from any area between x1xx–x6xx*
- Music 4040, Senior Project

**At least four elective courses must be at the 2000 level or above; at least one of these must be at the 3000 level.*

***Ensembles and lessons count for one-half credit per semester.*

Music in Social and Historical Context Concentration

Required courses:

- social and historical context: seven credits
 - o Music 1101
 - o Music 2101
 - o five elective courses (x1xx–x3xx)*
- theory and composition: two credits
 - o Music 1051 or 1401
 - o one elective course (x4xx–x5xx)
- performance: one credit, either
 - o two consecutive semesters in a single ensemble (27xx)**; or
 - o two consecutive semesters in intermediate individual performance studies (28xx)**
- Music 4040, Senior Project

**Three of these electives must be at the 2000 level or above, and at least one must be at the 3000 level. With departmental approval, two of these electives may be in a related field outside the music department.*

***Ensembles and lessons count for one-half credit per semester.*

Theory and Composition Concentration

Required courses:

- social and historical context: two credits
 - o Music 1101 or 2101
 - o one elective at the 2000 level or above (x1xx–x3xx)
- theory and composition: seven credits
 - o Music 1401
 - o Music 2403
 - o Music 2501
 - o Music 1451 or 2551
 - o Music 2401 or 2602
 - o one advanced elective course (34xx–35xx)
- performance: two credits
 - o two consecutive semesters in a single ensemble (27xx)**
 - o two consecutive semesters in intermediate individual performance studies (28xx)**
- Music 4040, Senior Project

***Ensembles and lessons count for one-half credit per semester.*

MUSIC

Performance Concentration

Required courses:

- social and historical context: at least one credit
 - one elective course relevant to student's area of performance
- theory and composition: at least two credits
 - Music 1401
 - Music 2401 or 2403
- performance: six credits
 - Music 2601, 2603, or 2604
 - Music 2602
 - two consecutive semesters in a non-notation-centered ensemble (2701–2712)
 - two consecutive semesters in a notation-centered ensemble (2721–2752)
 - two consecutive semesters in intermediate individual performance studies (28xx)
 - Music 3805
- one additional intermediate or higher elective from any area between 21xx–26xx or 31xx–36xx
- Music 4040, Senior Project

Requirements for the Minor in Music

The music minor consists of five credits that include both classroom-based and performance-based courses. Minors can choose either to pursue a broader curriculum or to minor in performance, as indicated below. Only one academic course in which the grade of CR (Credit) is received may count toward the minor, and only grades of C- or higher count toward the minor.

General Music Minor

Required courses:

- one course x1xx–x3xx*
- 1051 or one course x4xx–x5xx*
- two other classroom electives (x1xx–x6xx)*
- either two consecutive semesters in a single ensemble (27xx), or two consecutive semesters in intermediate individual performance studies (28xx)**

**At least two of these four elective courses must be at the 2000 level or above.*

***Ensembles and lessons count for one-half credit per semester.*

Music Performance Minor

Required courses:

- Music 1401 or 2403
- one other classroom elective (x1xx–x6xx)
- two consecutive semesters in a single ensemble (27xx)
- two consecutive semesters in intermediate individual performance studies (28xx)
- Music 3805

Music Ensembles

The following provisions govern ensembles:

1. Ensembles (27xx) may be repeated for credit. The first semester of participation in an ensemble is designated with an odd number; the consecutive second and all subsequent semesters are designated with the even number immediately following.
 2. Two semesters of participation in an ensemble for credit fulfills the Visual and Performing Arts (VPA) distribution requirement.
 3. All ensembles count for one-half credit per semester and are graded on a Credit/D/Fail basis. Up to six credits of ensemble and individual performance courses together may be taken for graduation credit.
 4. Students may participate on a non-credit basis in some large ensembles, chamber ensembles, and jazz ensembles upon instructor or departmental approval only. Members of ensembles must attend rehearsals regularly and participate in all dress rehearsals and performances. For auditioned ensembles, returning students need not normally audition again.
 5. Ensembles meet regularly for a minimum of three hours weekly, and in the case of chamber ensembles and jazz combos, this is inclusive of time without the ensemble coach.
- *Auditioned Ensembles*
 - o Music 2711–2712, Jazz Combos
 - o Music 2721–2722, Chamber Ensembles
 - o Music 2731–2732, Orchestra
 - o Music 2741–2742, Chamber Choir
 - o Music 2745–2746, Chorus
 - *Non-auditioned Ensembles*
 - o Music 2701–2702, West African Drumming Ensemble
 - o Music 2705–2706, Middle Eastern Ensemble
 - o Music 2751–2752, Concert Band

Individual Performance Studies

The following provisions govern applied music lessons for credit:

MUSIC

1. Any student may take introductory-level performance studies (18xx) for credit. Intermediate-level performance studies (28xx) may be taken by students who have completed two semesters of study at the introductory level or have three-plus years of experience on the instrument and have basic technical facility. The second semester of intermediate-level individual performance courses may be repeated for credit. Only intermediate-level or higher performance studies courses count toward the major or minor.
2. Students and instructors meet weekly for hour-long lessons; exact meeting times are determined based on the students' and instructors' schedules.
3. Add/drop dates for lessons are earlier than add/drop dates for other courses. The deadline to add lessons is one week after the start of classes, and the deadline to drop lessons is two weeks from the start of classes.
4. With the exception of Advanced Individual Performance Studies (38xx), all individual performance courses count for one-half credit per semester and are graded on a Credit/D/Fail basis. Students must take at least two consecutive semesters of study on the same instrument and must also complete an academic course in music (which may include Advanced Individual Performance Studies) within the first year-and-a-half of study, or by graduation (whichever comes first), to receive one-half credit per semester and to receive the reduced rate or be eligible for a scholarship. Advanced Individual Performance Studies (38xx) count for a full credit and are graded with a letter grade.
5. Beginning with the second semester of intermediate-level lessons (28xx), students must attend and perform in an end-of-semester department recital.
6. Up to six credits of ensemble and individual performance courses together may be taken for graduation credit. (*Note:* Advanced Individual Performance Studies (38xx) count for academic credit and are thus not included in this limitation.)
7. Students taking lessons for credit pay a fee of \$560 for twelve one-hour lessons per semester. Junior and senior music majors and minors may take two half-credits free of charge. Scholarships are available for students on financial aid; students interested in applying should contact the music department by the second day of classes.

Instructors for 2018–2019

Flute: Jean Rosenblum

Oboe: Kathleen McNerney

Clarinet: Titus Abbott

Bassoon: David Joseph

Horn: John Boden

Trumpet: Mark Tipton

Trombone: Anita Jerosch

Tuba: Scott Vaillancourt

Harp: Virginia Flanagan

Violin: Dean Stein, Yasmin Vitalius

Viola: Kirsten Monke

Cello: Christina Chute

Bass: Duane Edwards

Classical Guitar: John Johnstone

Piano: Naydene Bowder, George Lopez,
Joyce Moulton

Voice: Christina Astrachan, Jeff Christmas,
Elizabeth Printy

Pop/Jazz Voice: Jeff Christmas, Taylor
O'Donnell

Saxophone: Tim O'Dell

Blues/Jazz Guitar: Gary Witner

Jazz Piano: Matthew Fogg

Jazz Bass: Duane Edwards

Drums: R.J. Miller

Please see the Course Guide or Polaris for additional provisions and information on ensemble and individual performance courses.

Additional Information

- With departmental approval, students may count up to two courses taken at another college or university toward the major, and one such course toward the minor.
- Advanced Placement/International Baccalaureate (AP/IB): Students who received a minimum score of four on the Music Theory AP exam or an IB Music Theory score of six or higher should take the music theory placement exam. Placement in Music 2403 results in one credit that is the equivalent of Music 1401. If a student earns a grade of C- or higher in Music 2403, this credit can count toward the major. Placement into Music 1401 or Music 1051 results in no credit. In order to receive credit for advanced placement work, students must have their scores officially reported to the Office of the Registrar by the end of their sophomore year at Bowdoin.
- First-year seminars do not count toward the major or minor.

NEUROSCIENCE

Richmond R. Thompson, *Program Director*

Mary Keenan, *Program Coordinator*

Professors: Patsy S. Dickinson (Biology), Richmond R. Thompson (Psychology)

Associate Professor: Hadley Wilson Horch† (Biology)

Assistant Professor: Erika M. Nyhus (Psychology)

Visiting Faculty: Leah C. Wilson (Psychology), Christoph Straub

Lab Instructor: Anja Forche

Contributing Faculty: Amy S. Johnson, Mary Lou Zeeman†

Requirements for the Major in Neuroscience

The major consists of thirteen courses, including ten core courses and three electives from the lists to follow. Advanced placement credits may not be used to fulfill any of the course requirements for the major except Introductory Chemistry. Independent study in neuroscience may be used to fulfill one of the three elective credits. If students place out of Psychology 1101 or Biology 1109, thirteen courses related to neuroscience must still be completed. Courses that count toward the major must be taken for regular letter grades (not Credit/D/Fail). Students must earn a C- or better for a course to count toward the major.

Note: The information provided below is a listing of required and elective courses for the major in neuroscience. These courses are offered by other departments and programs within the College. Normally up to two courses transferred from other institutions can be used toward the completion of the major. Please refer to bowdoin.edu/classfinder and the Departments of Biology, Chemistry, Computer Science, Mathematics, Physics, and Psychology for further information, including course descriptions, instructors, and semesters when these courses are offered.

I. CORE COURSES

Introductory Level and General Courses

- Biology 1102 or 1109
- Chemistry 1092, 1102, or 1109
- Chemistry 2250, Organic Chemistry I
- Psychology 1101, Introduction to Psychology
- Psychology 2520, Data Analysis; or Mathematics 1300, Biostatistics, or 1400, Statistics in the Sciences

Introductory Neuroscience Course

- Biology 2135, Neurobiology; or Psychology 2050, Physiological Psychology

Mid-level Neuroscience Courses

Three from the list below:

- Biology 2553, Neurophysiology
- Biology 2566, Molecular Neurobiology

- Biology 2588, Cell Biology of the Neuron
- Psychology 2750, Laboratory in Behavioral Neuroscience: Social Behavior
- Psychology 2775, Laboratory in Cognitive Neuroscience

Advanced Neuroscience Courses

- Biology 3325, Topics in Neuroscience
- Biology 3329, Neuronal Regeneration
- Biology 3388, Neurobiology of the Synapse
- Psychology 3050, Hormones and Behavior
- Psychology 3051, Comparative Neuroanatomy
- Psychology 3055, Cognitive Neuroscience of Memory

II. ELECTIVES

Three electives may be chosen from the courses listed above (but not already taken), or below:

- Biology 1101, Biological Principles I
- Biology 2112, Genetics and Molecular Biology
- Biology 2124, Biochemistry and Cell Biology
- Biology 2175, Developmental Biology
- Biology 2214, Comparative Physiology
- Biology 2423, Biochemistry of Cellular Processes
- Biology 2567, Biology of Sex Difference
- Chemistry 2310, Fundamentals of Biochemistry
- Chemistry 2320, Biochemistry
- Computer Science 1101, Introduction to Computer Science
- Mathematics 2108, Biomathematics
- Physics 1140, Introductory Physics II
- Psychology 2010, Infant and Child Development
- Psychology 2025, Abnormal Psychology
- Psychology 2030, Social Psychology
- Psychology 2040, Cognitive Psychology
- Psychology 2060, Cognitive Neuroscience
- Psychology 2510, Research Design in Psychology
- Neuroscience 2970–2973, Intermediate Independent Study in Neuroscience
- Neuroscience 2999, Intermediate Collaborative Study in Neuroscience
- Neuroscience 4000–4003, Advanced Independent Study in Neuroscience
- Neuroscience 4029, Advanced Collaborative Study in Neuroscience
- Neuroscience 4050–4051, Honors Project in Neuroscience

Only one semester of independent study or honors at any level can count toward the major.

PHILOSOPHY

Sarah O'Brien Conly, *Department Chair*

Jean M. Harrison, *Department Coordinator*

Professors: Scott R. Schon, Matthew Stuart

Associate Professor: Sarah O'Brien Conly

Assistant Professor: Kristi Olson

Requirements for the Major in Philosophy

The major consists of nine courses.

Required courses:

- Philosophy 2111
- Philosophy 2112
- Philosophy 2223
- six additional elective courses in philosophy
 - one course with a primary focus on epistemology and metaphysics (Philosophy 1040–1049, 1400–1499, 2400–2499, 3400–3499)
 - one course with a primary focus on value theory (Philosophy 1030–1039, 1300–1399, 2300–2399, 3300–3399)
 - At least two courses must be from the advanced level (3000–3999).

Requirements for the Minor in Philosophy

The minor consists of five courses. Required courses:

- Philosophy 2111
- Philosophy 2112
- one course from the intermediate level (2000–2969)
- one course from the advanced level (3000–3999)
- one additional elective from any level

Additional Information

- Unless an exception is made by the department, a course that counts toward the major or minor must be taken for a letter grade (not Credit/D/Fail), and the student must earn a grade of C- or better.
- Topics in first-year seminars change from time to time but are restricted in scope and make no pretense to being an introduction to the whole field of philosophy. They are topics in which contemporary debate is lively, and as yet unsettled, and to which contributions are often being made by more than one field of learning.
- First-year seminars count toward the major and minor.
- Introductory courses are open to all students regardless of year and count toward the major. They do not presuppose any background in philosophy and are good first courses.

- Two semesters of independent study or honors project may count toward the major with departmental approval. Although courses numbered in the 3000s are advanced seminars primarily intended for majors in philosophy, adequately prepared students from other fields are also welcome. Besides stated prerequisites, at least one 2000-level course in philosophy is a helpful preparation.
- Of the nine courses required of the major, at least five must be taken at Bowdoin; of the five required for a minor, at least three must be taken at Bowdoin. Students who wish to complete the major or minor are encouraged to take Philosophy 2111, 2112, and 2223 at Bowdoin. In some circumstances, an appropriate non-Bowdoin course may meet one of these requirements; this is determined by the department after review of the syllabus. No credit is given for either 2111 or 2112 for a single-semester course that covers both ancient and modern philosophy; credit for 2223 is typically not given for a course on critical thinking or informal logic.

PHYSICS AND ASTRONOMY

Dale A. Syphers, *Department Chair*

Emily C. Briley, *Department Coordinator*

Professors: Thomas Baumgarte†, Elizabeth F. McCormack, Madeleine E. Msall, Stephen G. Naculich, Dale A. Syphers

Associate Professor: Mark O. Battle

Senior Lecturer: Karen Topp

Visiting Faculty: Varun S. Makhija

Laboratory Instructors: Kenneth Dennison, Gary L. Miers

Requirements for the Major in Physics

The major requires nine courses.

Required courses:

- Mathematics through 1700, or placement above 1700
- Physics 1130, or placement above 1130
- Physics 1140
- Physics 2130
- Physics 2140
- Physics 2150
- one advanced methods course (Physics 3000, 3010, or 3020)
- two additional approved courses higher than 1140 (one may be Mathematics 1800 or higher; or Computer Science 1101)

In addition to the requirements listed above, students pursuing honors are expected to take Mathematics 1800, Physics 3000, and Physics 4050.

- At least three courses taken for the major with honors must be at the advanced level, 3000–3999.

Requirements for the Minor in Physics

The minor consists of at least four physics courses (completed at Bowdoin) numbered 1130 or higher, one of which must be Physics 1140.

Interdisciplinary Majors

The department participates in interdisciplinary programs in chemical physics and physics and education. See pages 89–93. The department does not participate in a formal interdisciplinary program with the Department of Earth and Oceanographic Science. However, the Departments of Physics and Earth and Oceanographic Science have identified major/minor pathways for students majoring in physics with an interest in earth and oceanographic science (physics major/earth and oceanographic science minor) and students majoring in earth and oceanographic science with an interest in physics (earth and oceanographic science major/physics minor).

Students pursuing the physics major/earth and oceanographic science minor with interests in the solid earth discipline would be best served by selecting Earth and Oceanographic Science 1105, 2005 (same as Environmental Studies 2221), and two of the following earth and oceanographic science courses: 2125, 2145, 2165, or 3115.

Those with interests in the surface earth discipline should select Earth and Oceanographic Science 1305 (same as Environmental Studies 1104), 2005 (same as Environmental Studies 2221); and two from 2315 (same as Environmental Studies 2277), 2325, 2345 (same as Environmental Studies 2270), or 2355.

Those with interests in the oceanography discipline should choose Earth and Oceanographic Science 1505, 2005 (same as Environmental Studies 2221); and two from 2525, 2530, 2540, 2585 (same as Environmental Studies 2282), 2635 (same as Environmental Studies 2267), or 3515.

Students planning to pursue one of the 3-2 engineering options and graduating with a physics degree must take Physics 1140, 2130, 2150, and 3000 or Mathematics 2208; Chemistry 1102 or 1109; Mathematics through 1800; and Computer Science 1101. Other courses are expected by the engineering institution and students should contact the advisor in the department.

Additional Information

- Students must earn a grade of C- or above in any prerequisite physics course. Up to two courses with a grade of D are allowed to be counted toward the major if they are not prerequisites.
- Majors must complete at least five physics courses at Bowdoin.
- Courses that count toward the major or minor must be taken for regular letter grades (not Credit/D/Fail).
- Students interested in applying course work taken at another college or university to the major or minor should consult the department.
- Independent studies, including honors projects, may count toward the major or minor.
- Advanced Placement/International Baccalaureate (AP/IB):
 - o Students who receive a minimum score of four on the Physics 1 AP exam are exempt from taking Physics 1130, and do not need to take an additional course to replace it. No AP credit is awarded for the Physics 1 AP exam.

- o Students who receive a minimum score of four on the Physics C: Mechanics AP exam or a minimum score of six on the Physics without Optics IB exam are eligible to receive one credit toward the major, are exempt from taking Physics 1130, and are placed in Physics 1140. To earn the credit, a minimum grade of C- (not taken Credit/D/Fail) must be received in Physics 1140 by the end of their junior year or no credit is awarded. Students who receive a minimum score of six on the Physics with Optics IB exam are eligible to receive one credit toward the major and have the option of being placed in either Physics 1140 or Physics 2130. To receive the credit, the student must earn a minimum grade of C- (not taken Credit/D/Fail) in the course in which they choose to be placed, and it must be completed by the end of their junior year.
 - o Minors meeting either of the criteria above are exempt from taking Physics 1130, but must take at least four Bowdoin physics courses.
 - o No credit is awarded for the Physics 2 or Physics C: Electricity and Magnetism AP exams.
 - o In order to receive credit for AP/IB work, students must have their scores officially reported to the Office of the Registrar by the end of their sophomore year at Bowdoin.
- The major program depends to some extent on the student's goals, which should be discussed with the department. Those who intend to do graduate work in physics or an allied field should plan to do an honors project.
 - Students considering a program in engineering should consult page 43.
 - A major with an interest in an interdisciplinary area such as geophysics, biophysics, or oceanography should choose appropriate courses in related departments.
 - Secondary school teaching requires a broad base in science courses, as well as the necessary courses for teacher certification. Students who know they want to do this should consider the physics and education interdisciplinary major.
 - For a career in industrial management, some courses in economics and government should be included.

PSYCHOLOGY

Samuel P. Putnam, *Department Chair*

Donna M. Trout, *Senior Department Coordinator*

Professors: Samuel P. Putnam, Louisa M. Slowiaczek, Richmond R. Thompson (Neuroscience)

Associate Professor: Suzanne B. Lovett

Assistant Professors: Erika M. Nyhus (Neuroscience), Hannah E. Reese*,

Zachary K. Rothschild†

Visiting Faculty: Andrew Christy, Kelly Parker-Guilbert, Leah C. Wilson (Neuroscience)

Students in the Department of Psychology may elect a major within the psychology program, or they may elect an interdisciplinary major in neuroscience, sponsored jointly by the Departments of Psychology and Biology (see Neuroscience, pages 104–105). The program in psychology examines contemporary perspectives on principles of human behavior in areas ranging from cognition, language, development, and behavioral neuroscience to interpersonal relations and psychopathology. Its approach emphasizes scientific methods of inquiry and analysis.

Requirements for the Major in Psychology

The psychology major comprises ten courses; these are selected by students with their advisors and are subject to departmental review.

Required courses:

- The following three core courses should be completed before the junior year when feasible:
 - Psychology 1101, which is a prerequisite to further study in psychology
 - Psychology 2510
 - Psychology 2520
- laboratory and advanced courses:
 - two of Psychology 2700–2799 and two of 3000–3999
- Only one of Psychology 2750 or 2775 may be used to fulfill the major requirements.
- Only one of Psychology 3010 or 3011 may be used to fulfill the major requirements.
- Only one of Psychology 3050–3059 may be used to fulfill the major requirements.
- Three additional elective courses chosen from topics-level courses (2000–2699).

Requirements for the Minor in Psychology

The psychology minor comprises six courses, including Psychology 1101, 2510, and 2520 and one laboratory course (2700–2799).

Additional Information

- Students are encouraged to consider an independent study course on a library, laboratory, or field research project. Independent study courses do not count toward the core, laboratory, advanced course, or topics-level requirements for the major.
- Students who are considering a major in psychology are encouraged to enroll in Psychology 1101 during their first year at Bowdoin and to enroll in Psychology 2510 and 2520 during their second year.
- Students must take Psychology 2510 before 2520 and prior to any course numbered 2700 or higher. Psychology 2520 must be taken concurrently with or prior to any laboratory course (numbered 2700–2799). Psychology 2520 must be taken prior to advanced courses (3000–3999). If possible, students should begin their laboratory work no later than the fall of their junior year.
- Those who plan to study away from campus for one or both semesters of their junior year should complete at least one laboratory course before leaving for their off-campus experience and plan their courses so that they can complete the major after returning to campus. Students should speak with the chair of the department regarding their off-campus study plans and transfer of credit toward the major. Laboratory or advanced courses taken elsewhere may be counted as electives, but are not normally counted toward the laboratory or advanced course requirement.

Grade Requirements

To fulfill a major (or minor) requirement in psychology, a course must be taken for a standard letter grade and a grade of C- or better must be earned. There is one exception: Psychology 1101 may be taken with the Credit/D/Fail grading option, and it counts toward the major (or minor) if a grade of CR (Credit) is earned for the course.

Advanced Placement/International Baccalaureate (AP/IB)

Students who receive a minimum score of four on the Psychology AP exam or a minimum score of five on the Psychology IB exam are considered to have met the prerequisite for courses requiring Psychology 1101. If students place out of Psychology 1101, ten psychology courses must still be completed for the major, and six for the minor.

RELIGION

Elizabeth A. Pritchard, *Department Chair*

Lynn A. Brettler, *Department Coordinator*

Professors: John C. Holt (Asian Studies), Robert G. Morrison†

Associate Professor: Elizabeth A. Pritchard

Assistant Professor: Todd Berzon

Fellows: Anna Golovkova, Jessica Mutter

The Department of Religion offers students opportunities to study the major religions of the world, East and West, ancient and modern, from a variety of academic viewpoints and without sectarian bias.

There are three common entry points into the department:

- First-year seminars: These introductory courses focus on the study of a specific aspect of religion and may draw on other fields of learning. These seminars include readings, discussions, presentations, and substantial writing assignments. Topics change from time to time and reflect emerging or debated issues in the study of religion.
- 1000-level courses: For students desiring a broad overview of the academic study of religion, the department offers Religion 1101, Introduction to the Study of Religion, both semesters. This course often uses case studies from different religions to illustrate thematic questions in the academic study of religion. Each year, the department offers an additional 1000-level course, such as Religion 1150 or Religion 1115.
- 2000-level courses: The bulk of the department's offerings are at this level. These courses have no prerequisites and are an appropriate first course for a student desiring a more focused examination of a religion, book(s), or theme.

3000-level courses study in depth a topic of limited scope but major importance, such as one or two individuals, a movement, type, concept, problem, historical period, or theme. Topics change from time to time. Religion 3390, Theories about Religion, is required for majors and minors and presupposes previous course work in the department. Other advanced courses are open to any interested student.

Requirements for the Major in Religion

The major consists of nine courses.

Required courses:

- Religion 1101, Introduction to the Study of Religion
- Religion 3390, Theories about Religion
- one intermediate course (2000–2999) from each of the following areas:
 - o Asian religions
 - o Bible and comparative studies
 - o Christianity and gender

- o Islam and post-biblical Judaism
- one additional advanced course (3000–3999)
- two elective courses, one of which may be a first-year seminar (1000–1049)

Requirements for the Minor in Religion

A minor consists of five courses.

Required courses:

- Religion 1101
- Religion 3390
- three courses at the intermediate level (2000–2969), at least one of which must be in Western religions and cultures, one on religion in Middle Eastern cultures, and one in Asian religions and cultures

Additional Information

- No more than one first-year seminar may be counted toward the major.
- Typically, up to three courses taken at another college or university may count toward the major with departmental approval.
- Courses that count toward the major or minor must be taken for regular letter grades (not Credit/D/Fail).
- In order to enroll in Religion 3390, a major normally is expected to have taken four of the nine required courses.
- Each religion course required for the major or minor must be passed with a grade of C- or higher.

Honors in Religion

Students contemplating honors candidacy should possess a record of distinction in departmental courses, including those that support the project, a clearly articulated and well-focused research proposal, and a high measure of motivation and scholarly maturity. At the start of the fall semester of their senior year, honors candidates enroll in an advanced independent study with a faculty member who has agreed to supervise the project. If the proposal, due toward the end of the fall semester, is accepted, the student goes on to enroll in an advanced independent study for the spring semester in order to complete the project.

ROMANCE LANGUAGES AND LITERATURES

Katherine L. Dauge-Roth, *Department Chair*

Kate Flaherty, *Department Coordinator*

Professors: Elena Cueto Asín, Arielle Saiber†, Hanétha Vété-Congolo

Associate Professors: Margaret Boyle, Nadia V. Celis, Charlotte Daniels, Katherine L. Dauge-Roth, Gustavo Faverón Patriau, Carolyn Wolfenzon

Assistant Professors: Meryem Belkaïd†, Allison A. Cooper

Senior Lecturers: Davida Gavioli**, Anna Rein

Lecturer: Julia Venegas

Visiting Faculty: Janice Jaffe, Gerard Keubeung, Ian MacDonald, Fulvia Sarnelli, Barbara Sawhill

Fellows: Madeline R. Bedecarre, Sebastian Daniel Urli

Teaching Fellows: Anna Cadoni, Ricardo Andrés Quintero Celis, Coline Cumond, Laurie Rostain

The Department of Romance Languages and Literatures offers courses in Francophone studies, Hispanic studies, and Italian studies. In addition to focusing on developing students' fluency in the languages, the department provides students with a broad understanding of the cultures and literatures of the French-speaking, Italian-speaking, and Spanish-speaking worlds through a curriculum designed to prepare students for teaching, international work, or graduate study. Native speakers are involved in most language courses. Unless otherwise indicated, all courses are conducted in the respective language.

Requirements for Majors in the Department of Romance Languages and Literatures

Students may declare a major in Francophone studies, Hispanic studies, Italian studies, or in Romance languages and literatures (with a concentration in two of the three areas: Francophone studies, Hispanic studies, and Italian Studies). All majors are expected to achieve breadth in their knowledge of the French-, Italian-, and/or Spanish-speaking worlds by taking courses on the literatures and cultures of these areas from their origins to the present. Students should also take complementary courses in study-away programs or in other departments and programs.

Francophone Studies Major Requirements

Nine courses higher than Francophone Studies 2204¹, including:

- Francophone Studies 2407² or 2408²
- Francophone Studies 2409²
- Francophone Studies 2410²
- three courses at the advanced level (3000–3999), at least two of which must be taken at Bowdoin

¹ Or eight courses higher than 2204 for students beginning with 2203 or lower.

² Or an equivalent course from off-campus, in consultation with a faculty advisor for the major.

Hispanic Studies Major Requirements

Nine courses higher than Hispanic Studies 2204¹, including:

- Hispanic Studies 2305²
- Hispanic Studies 2409²
- Hispanic Studies 2410²
- three courses at the advanced level (3000–3999), at least two of which must be taken at Bowdoin

Italian Studies Major Requirements

Nine courses higher than Italian Studies 1101, including:

- Italian Studies 1102 or 1103
- Italian Studies 2203, 2204, 2305, and 2408
- Two courses taught in English whose focus is on Italian art, culture, cinema, or music (such as courses offered by art history, classics, cinema studies, and music) may count toward the major; one must be taught by a member of the Italian studies faculty. Bowdoin courses taught by faculty other than Italian studies faculty or courses taken abroad require approval from the department to fulfill this requirement.
- At least one advanced course (3000–3999) must be taken in the student's senior year and at Bowdoin.
- Students who place out of any of the courses listed above must still take at least nine Italian studies or approved courses for the major.

Romance Languages and Literatures Major Requirements

Nine courses higher than 2204¹. Students must fulfill the requirements below from two different areas.

Francophone studies requirements:

- Francophone Studies 2409²
- Francophone Studies 2410²

Hispanic studies requirements:

- Hispanic Studies 2409²
- Hispanic Studies 2410²

Italian studies requirements:

- Italian Studies 2305²
- Italian Studies 2408²

For any of the above combinations, three additional courses at the advanced level (3000–3999) are required, at least two of which must be taken at Bowdoin. These courses may be taken in either or both areas of the student's concentration.

¹ Or eight courses higher than 2204 for students beginning with 2203 or lower.

² Or an equivalent course from off-campus, in consultation with a faculty advisor for the major.

Requirements for Minors in Romance Languages and Literatures

Students may declare a minor in Francophone studies, Hispanic studies, or Italian studies.

Francophone studies and Hispanic studies minor requirements:

- at least four Bowdoin courses in one language numbered higher than 2204
- One must be an advanced course (3000–3999).
- Courses taken away do not satisfy the requirements for these minors.

Italian studies minor requirements:

- at least four Bowdoin Italian courses numbered higher than 2203 taught in Italian
- All minors are required to take one 3000-level course at Bowdoin.
- Up to one 2000-level course taken away in a semester or yearlong program may be applied to the minor, pending departmental approval.

Placement

Entering first-year and transfer students who plan to take Francophone studies, Hispanic studies, or Italian studies courses must take the appropriate placement test administered online during the summer. Students with questions regarding placement should speak with a faculty member in the department.

Advanced Placement and International Baccalaureate

Students who receive a minimum score of four on the French Language and Culture AP exam, or a minimum score of six on the French IB exam, are eligible to receive a general credit toward the degree, not the major/minor, if they complete Francophone Studies 2305 or higher and earn a minimum grade of B-. Students meeting these criteria do not receive credit if they place into or elect to take a course lower than Francophone Studies 2305.

Students who receive a minimum score of four on the Italian Language and Culture AP exam, or a minimum score of six on the Italian IB exam, are eligible to receive a general credit toward the degree, not the major/minor, if they complete Italian Studies 2305 or higher and earn a minimum grade of B-. Students meeting these criteria do not receive credit if they place into or elect to take a course lower than Italian Studies 2305.

Students who receive a minimum score of four on the Spanish Language AP exam or the Spanish Literature and Culture AP exam, or a minimum score of six on the Spanish IB exam, are eligible to receive a general credit toward the degree, not the major/minor, if they complete Hispanic Studies 2305 or higher and earn a minimum grade of B-. Students meeting these criteria do not receive credit if they place into or elect to take a course lower than Hispanic Studies 2305.

Study Away

A period of study in an appropriate country, usually in the junior year, is strongly encouraged for all students of language. Bowdoin College is affiliated with a wide range of excellent programs abroad, and interested students should seek the advice of a member of the department early in their sophomore year to select a program and to choose courses that complement the offerings at the College. Students who study away for one semester receive a maximum of three credits toward the major. Those who study away for the academic year receive a maximum of four credits toward the major.

Independent Study

This is an option primarily intended for students who are working on honors projects. It is also available to students who have taken advantage of the regular course offerings and wish to work more closely on a particular topic. Independent study is not an alternative to regular course work. An application should be made to a member of the department prior to the semester in which the project is to be undertaken and must involve a specific proposal in an area in which the student can already demonstrate knowledge.

Honors in Romance Languages and Literatures

Majors may elect to write an honors project in the department. This involves two semesters of independent study in the senior year and the writing of an honors essay and its defense before a faculty committee. Candidates for departmental honors must have an outstanding record in other courses in the department.

Additional Information

- Students must achieve a grade of C- or higher in all courses for the major or minor, including prerequisites.
- No more than one course for the major may be in independent study, beyond the two independent study courses that constitute the honors project.
- No fewer than five courses for the major must be taken at Bowdoin.
- Courses that count toward the major or minor must be taken for regular letter grades (not Credit/D/Fail).

RUSSIAN

Alyssa Dinega Gillespie, *Department Chair*

Sandra Kauffman, *Department Coordinator*

Associate Professor: Alyssa Dinega Gillespie

Fellow: Nicholas Kupensky

Visiting Faculty: Nathan Klausner

Requirements for the Major in Russian: Language, Literature, and Culture Concentration

The Russian language, literature, and culture major consists of ten courses:

- six Russian language courses, beginning at the appropriate placement level
- four courses on topics in Russian literature and culture, at least three of which must be chosen from regular course offerings in Bowdoin's Russian department at the 2000 or 3000 level
- One course may be an advanced independent study in the department.
- Students pursuing honors projects complete two semesters of advanced independent study; only one of these may count toward the major, and the second semester is an eleventh course, taken in addition to the ten required for the major.
- In this concentration, students may only count study away courses to the language requirement; see details in the study away section.

Students are encouraged to choose courses dealing with a range of time periods, topics, and literary genres whenever possible. Advanced work is strongly encouraged for students majoring in Russian.

Requirements for the Major in Russian: Area Studies Concentration

The Russian area studies major consists of ten courses:

- four Russian language courses, beginning at the appropriate placement level
- two courses on topics in Russian literature and culture, chosen from regular course offerings in Bowdoin's Russian department at the 2000 or 3000 level
- two approved courses chosen from regular course offerings and taught by Russian department-affiliated faculty at Bowdoin in at least two additional departments (for example, history or government and legal studies) at the 2000 or 3000 level
- two elective courses on Russian topics or Russian language courses at the advanced level; at least one of the electives must be an approved course chosen from regular course offerings and taught by Russian department faculty or department-affiliated faculty at Bowdoin at the 2000 or 3000 level
- One elective may be an advanced independent study on a topic in Russian literature, culture, history, politics, etc., or a rigorous topics course taken during study away (with approval).

- In this concentration, students may count study away courses to either the language or the elective requirements; see details in the study away section.

Students are encouraged to choose courses dealing with a range of time periods, topics, and intellectual disciplines whenever possible. Advanced work is strongly encouraged for students majoring in Russian.

Requirements for the Minor in Russian

The Russian minor consists of five courses:

- three Russian language courses, beginning at the appropriate placement level
- two courses on topics in Russian literature and culture, chosen from regular course offerings in Bowdoin's Russian department at the 2000 or 3000 level
- Students may count up to two study away courses toward the language requirement only.

Courses Taught in English Translation

The department offers courses in English that focus on Russian literature and culture, numbered in the 2000s. These courses welcome non-majors and contain no prerequisites; no knowledge of Russian language is required.

Study Away

Students are encouraged to spend at least one semester in Russia or another Russian-speaking region. There are intensive Russian language immersion programs in Moscow, St. Petersburg, Irkutsk, Yaroslavl, and other cities that are open to students who have taken at least two semesters of college Russian. Programs and proposed course work should be discussed with the Russian department. Russian majors returning from study away are expected to take two regularly offered courses in the department unless exceptions are granted by the chair. Two courses from a one-semester study away program may be counted toward the Russian major; three courses may be counted toward the major from a yearlong program. Up to two courses from study away may be counted toward the minor. Students who wish to transfer credit from summer study away (limit: one course) should gain approval of their plans in advance; refer to Transfer of Credit from Other Institutions, pages 39–40.

Advanced Independent Study

This is an option intended for students who wish to work on honors projects or who have taken advantage of all the available regular course offerings and wish to work more closely on a particular topic already studied. Independent study is normally not an alternative to regular course work, and no more than one advanced independent study counts toward the Russian major. Application should be made to a member of the department prior to the semester in which the project is undertaken.

Honors in Russian

Russian majors may elect to complete an honors project. Candidates for departmental honors must have an outstanding record in other courses for the major (minimum grade point average of 3.5 in courses counting toward the major) and must secure the agreement of a faculty member to serve as advisor; the advisor may be chosen from outside the Russian department with the chair's approval. A research proposal outlining the project is due to the advisor and

department chair by April 15 of the junior year. The proposal must be well-focused and must address an area of study in which the student can already demonstrate basic knowledge; honors candidates completing a Russian language, literature, and culture concentration in the major are required to choose a topic containing a strong literary, cinematic, or linguistic component. The bibliography should incorporate several primary and secondary sources in the original language; in most cases, the project itself is written in English. Expected length and format are determined in consultation with the faculty advisor on a project-specific basis. The honors project is completed in the context of two semesters of advanced independent study in the senior year; one of these semesters may be counted toward major requirements. In addition, candidates for honors are required to take at least one regularly offered course in the Russian department in the senior year. The student must receive a grade of A- or higher on the completed honors project to receive departmental honors.

Post-Graduate Study

Students planning post-graduate study should note that they present a stronger application if they take additional courses beyond what is strictly required to complete the Russian major. In particular, at least two courses on topics in Russian literature or culture at the 3000 level (taught entirely in Russian) are strongly recommended to all graduate school-bound Russian majors, regardless of concentration. Students wishing to pursue graduate study in the field of Russian language and literature should take additional courses on literary topics at the 2000 or 3000 level covering a wide range of literary historical periods and genres (at a minimum, at least one course each focused on nineteenth-, twentieth-, and twenty-first-century literature, poetic genres, and prose genres). Students wishing to pursue graduate studies in an allied field (e.g., Russian politics, Russian history, Russian musicology, Russian cinema studies, and so on) are advised to take additional relevant courses both in the Russian department and in their field(s) of interest. All students who intend to pursue a graduate degree in a Russian-related field or subfield are strongly advised to consult with faculty on the design of their major and discuss the options of research projects through advanced independent studies, honors projects, fellowship-funded summer research, and intensive Russian language immersion programs.

Additional information

- A first-year seminar on an approved topic may be counted toward the major or minor in place of a 2000-level course.
- To be counted toward the Russian major or minor, courses must be taken for a letter grade (not Credit/D/Fail) and must receive a grade of at least C-.

SOCIOLOGY AND ANTHROPOLOGY

Krista E. Van Vleet, *Department Chair*

Lori A. Brackett, *Department Coordinator*

Professors: Sara A. Dickey†, Susan A. Kaplan†, Nancy E. Riley

Associate Professors: Ingrid A. Nelson, Krista E. Van Vleet

Assistant Professors: Oyman Basaran, Theodore C. Greene†, William D. Lempert, Marcos F. Lopez

Visiting Faculty: Shruti Devgan, Lauren Kohut, Michael Kohut, Brian Smithson, April Strickland

Requirements for the Major

In consultation with an advisor, each student plans a major program that nurtures an understanding of society and the human condition, demonstrates how social and cultural knowledge are acquired through research, and enriches their general education. On the practical level, a major program prepares the student for graduate study in sociology or anthropology and contributes to pre-professional programs such as law and medicine. It also provides background preparation for careers in business, the civil service, ethnographic design and research development, education, humanitarian and international development, law enforcement and criminal justice, journalism, museum administration and outreach, public health and allied health professions, public policy, social work, and urban planning, among others.

A student may choose either of two major programs or two minor programs. The major in sociology consists of ten courses.

Required courses:

- four core courses: Sociology 1101, 2010 (which should be taken sophomore year), 2030, and 3010
- six additional courses, 1000–3999
- Seven of the ten courses required for the major, including 1101, 2010, 2030, and 3010, must be Bowdoin sociology courses.
- The remaining three of the ten required courses for the major, may be, with department approval, from off-campus study (maximum of two courses); Bowdoin anthropology courses (2000 or 3000 level, maximum of two courses); or, with approval by the department chair, from related fields to meet the student's specific interests.

The major in anthropology consists of ten courses.

Required courses:

- four core courses: Anthropology 1101, 1103, 2010, and 2030
- six electives:
 - o One elective must be an advanced course (3000–3999).
 - o Only one elective below the intermediate level (1000–1999) is counted toward the major.

SOCIOLOGY AND ANTHROPOLOGY

- Eight of the ten courses required for the major must be Bowdoin anthropology courses.
- Up to two of the ten required courses, with departmental approval, may be taken from among off-campus study courses, Bowdoin sociology courses, and/or—with approval by the department chair—other Bowdoin courses in related fields that contribute to the student's specific interests

Requirements for the Minor

The minor in sociology consists of five courses.

Required courses:

- Sociology 1101
- four other courses at or above the intermediate level (2000–3999)
- One of the elective courses may be from anthropology (2000–3999) or, with department approval, from off-campus study.

The minor in anthropology consists of five courses.

Required courses:

- one core course: Anthropology 1101 or Anthropology 1103
- four electives:
 - Three courses must be at the intermediate (2000–2969) or advanced level (3000–3999).
- One of the five courses, with department approval, may be from off-campus study.
- Only two 1000-level courses (1000–1999) may be counted toward the minor.

Independent Study

For the anthropology major program, two semesters of independent study may be counted. For the anthropology minor program, one semester of independent study may be counted. For the sociology major program, two semesters of independent study may be counted, while for the minor program one semester may be counted.

Departmental Honors

Students distinguishing themselves in either major program may apply for departmental honors. Awarding of the degree with honors is ordinarily based on grades attained in major courses and a written project (emanating from independent study); and a recognition of the ability to work creatively and independently and to synthesize diverse theoretical, methodological, and substantive materials.

Off-Campus Study

Study away in a demanding academic program can contribute substantially to a major in sociology and anthropology. Students are advised to plan study away for their junior year. A student should complete either the Sociology 2010 or Anthropology 2010 research methods course, depending on their major, before studying away. Students must obtain provisional approval for their study away courses in writing by department faculty before they leave for study away, and then seek final approval upon their return to Bowdoin.

Advanced Placement and International Baccalaureate

For information on credit for International Baccalaureate tests, please see the department. No credit is given for Advanced Placement.

Additional Information

- In order for a course to fulfill the major or minor requirements in sociology or anthropology, a grade of C- or above must be earned in that course.
- Courses that count toward the major or minor must be taken for regular letter grades (not Credit/D/Fail).
- First-year seminars count toward the major or minor in either discipline.

THEATER AND DANCE

Sarah Bay-Cheng, *Department Chair*

JJ Peeler, *Department Coordinator*

Professors: Sarah Bay-Cheng, Davis R. Robinson

Associate Professor: Abigail Killeen

Assistant Professors: Aretha Aoki, Adanna Jones

Senior Lecturer: Gwyneth Jones

Visiting Faculty: Judy Gailen

The Department of Theater and Dance offers a major in performance arts that integrates studio technique, history and theory, and original creative work within the performance and study of theater and dance.

Students may major in performance arts with a concentration in either theater, dance, or interdisciplinary performance. Students may also choose to minor in theater or dance.

The theater concentration at Bowdoin combines practice and theory to develop students' skills as innovative theater artists and thinkers. Students explore theatrical performance through critical study, collaborative productions, and the development of independent student projects. The curriculum includes studio-based courses in production (e.g., acting, directing, design, and playwriting), as well as courses focused on performance history, theory, and criticism.

The dance concentration provides a coherent course of study through a range of classes in dance technique and repertory, choreography, improvisation, and critical dance studies, among others. It offers multiple levels of technique in modern dance—a term designating a wide spectrum of styles that focus on an inventive, unrestricted approach to movement. Other dance techniques and styles (e.g., ballet, Afro-modern, jazz) are also offered periodically.

The interdisciplinary performance concentration allows students to take courses in both theater and dance to create an individualized curriculum across these disciplines. Students work closely with an advisor to determine a coherent course of study and appropriate electives as needed.

THEATER AND DANCE

Majors who are candidates for honors write a thesis over the course of their senior year, typically in relation to their studio project created as a part of Theater/Dance 4040/4041. Possible areas for an honors project include original work in acting, choreography, dance, design, directing, dramaturgy and criticism, or playwriting, among others.

Interdisciplinary Major

The department participates in an interdisciplinary major in English and theater. See pages 89–93.

Requirements for the Major in Performance Arts

The major consists of ten credits (eleven if a student pursues honors).

The core requirements are:

- Theater 1500, Art of Performance
- Theater 1700, Performance in Production (one-half credit)
- Theater 1750, Technical Production (one-half credit)
- Theater 4040 and 4041, Performance Studio (Each of these are a one-half credit course.)

Area of Concentration Requirements

Theater Concentration

- introductory theater, two of:
 - Theater 1000–1049 or 1100–1399
- dramatic literature, one of:
 - Theater 1501–1599, 1800–1899, 2500–2599, 2800–2899, 3500–3599; English 1115, 2015
- history/theory, one of:
 - Theater 1501–1599, 2500–2599, 3500–3599
- intermediate theater, one of:
 - Theater 2000–2999
- advanced theater, one of:
 - Theater 3000–3999
- elective, one of:
 - any theater or dance course at the 2000 level or above, or by a course outside the department by permission of advisor

Dance Concentration

- introductory dance, two full credits of:
 - Dance 1100–1299
- history/theory, one of:
 - Dance 1501–1599, Theater 2500–2599

- intermediate dance, one full credit of:
 - o Dance 2000–2499
- advanced dance, one full credit of:
 - o Dance 3000–3999
- electives, two full credits of:
 - o any theater or dance course at the 2000 level or above, or by a course outside the department by permission of advisor

Interdisciplinary Performance Concentration

- introductory performance, two full credits of (one from each discipline):
 - o Dance 1100–1299
 - o Theater 1000–1049 or 1100–1399
- dramatic literature, one of:
 - o Theater 1501–1599, 1800–1899, 2500–2599, 2800–2899, 3500–3599; English 1115, 2015
- history/theory, one of:
 - o Dance 1501–1599; Theater 1501–1599, 2500–2599, 3500–3599
- intermediate performance, one full credit of:
 - o Dance 2000–2499, Theater 2000–2999
- advanced performance, one full credit of:
 - o Dance 3000–3999, Theater 3000–3999
- The intermediate and advanced performance classes must be in different sub-disciplines, i.e., one must be in dance and one in theater.
- elective, one of:
 - o any theater or dance course at the 2000 level or above, or by a course outside the department by permission of advisor

Requirements for the Minor in Theater

The minor consists of five credits to include the following required courses:

- one course at the 1000 level (Theater 1000–1049, 1100–1399, 1501–1599)
- one course in history or theory (Theater 1501–1599, 2500–2599, 3500–3599)
- three additional courses, including at least two taken at the 2000 level or above
 - o One of the three additional courses may be taken in dance. One 2000-level course taken abroad may count toward the minor.

Requirements for the Minor in Dance

The minor consists of five credits to include the following required courses:

- one course in creative process (Dance 1101, 1102, 1103, 1104, 2401)
- one course in history or theory (Dance 1501–1599; Theater 1501–1599, 2500–2599, 3500–3599)
- one full credit in studio technique (Dance 1211, 1221, 2211, 2221, 2231, 2241, 3221)
- one full credit in repertory and performance (Dance 1212, 2212, 2222, 2232, 2242, 3212, 3222)
- one elective (Dance 1000–3999)

Additional Information

- Students must earn a grade of CR (Credit) or C- or better to have a course count toward their major or minor.
- Students may not count more than one full credit from courses graded Credit/D/Fail, including those offered only on a Credit/D/Fail basis.
- Students may be able to repeat half-credit courses in theater and dance; please refer to repeat limits on individual courses for more information.
- Typically, one course taken at another college or university may count toward the major or minor with departmental approval. No more than one course taken outside the department may be counted toward the major or minor, except by advance departmental permission.
- One course cannot fulfill more than one requirement for the major or minor.
- First-year seminars can count toward the major and minors.
- Independent studies count toward the major or either minor.
- No credit is given for Advanced Placement and International Baccalaureate.

EDUCATIONAL RESOURCES AND FACILITIES

BOWDOIN COLLEGE LIBRARY

Bowdoin's library—the intellectual heart of the College—provides a gateway to the world of information and ideas, helps students succeed academically, and supports teaching and research. In addition to notable print and manuscript collections, historically recognized as among Bowdoin's hallmarks of excellence, the Library offers a wealth of electronic resources and instructional programs that enhance their use.

The Library's website (library.bowdoin.edu) is the portal to the combined Colby, Bates, and Bowdoin library catalog (CBBcat), rich collections of electronic and print resources, and essential digital research and discovery tools. The Library's collections, developed over a period of 200 years, exceed one million volumes and include more than 80,000 print and electronic periodicals, 450 online indexes and databases, as well as e-books, audiovisual items, maps, photographs, a growing repository of born-digital content, and over 5,600 linear feet of manuscripts and archival records.

Research librarians and faculty partner to encourage the use of scholarly resources in all disciplines and to teach students to identify, select, and evaluate information for course work and independent scholarship. Students receive information literacy instruction in their first-year seminars, and librarians provide personalized assistance in using library resources throughout the academic year.

Interlibrary loan and document delivery services allow students and faculty to request materials not held at Bowdoin; most journal articles are delivered electronically, and books arrive daily from Colby and Bates colleges and other libraries in New England and worldwide.

Library Locations and Collections

The **Hawthorne-Longfellow Library**, the main library building, houses humanities and social sciences materials, the George J. Mitchell Department of Special Collections & Archives, and a depository of federal and Maine State documents. Hawthorne-Longfellow features an array of popular student study spaces, ranging from quiet individual carrels to technologically equipped group learning spaces, as well as an electronic classroom for instruction, a student gallery, and meeting rooms for public events and student exhibits, presentations, and other activities. The Media Commons features teaching and screening spaces; audio and video recording and production studios; workstations to support media viewing, capture, and design; and the state-of-the-art Telepresence Classroom, equipped with audio-sensitive cameras, multiple high-definition screens, and interactive whiteboards. The Research Lab, the Library's most recent addition, was developed as an active and flexible space for formal and informal learning interactions among students, faculty, and research librarians. The lab supports student-librarian collaborations, class-based instruction sessions, group study, and peer tutoring. The Library also houses Bowdoin's new Student Testing and Study Area (opening in the fall of 2018) that facilitates students and faculty needing to schedule alternative exams and assignments.

The **George J. Mitchell Department of Special Collections & Archives** includes rare books and manuscripts of unusual depth for a college library, plus images, recordings, and historical documents of the College, as well as the personal papers of notable alumni, including Senator George J. Mitchell (Class of 1954). These materials afford an invaluable opportunity for

EDUCATIONAL RESOURCES AND FACILITIES

undergraduates to experience conducting original research; using primary resources in Special Collections & Archives is a distinguishing characteristic of a Bowdoin education.

The **Government Documents Collection** provides the Bowdoin community and the public access to print and digital government information reflecting over two centuries of federal and state history.

The **Hatch Science Library** offers research and instructional services and a variety of individual and group study facilities in support of its science-related print and digital resources.

The **William Pierce Art Library** and the **Robert Beckwith Music Library**, located adjacent to classrooms and offices for those departments, serve as centers for research and study. The Art Library offers a strong collection of art books and exhibition catalogs. The Music Library's extensive collections include books, scores, sound recordings, and videos.

BOWDOIN COLLEGE MUSEUM OF ART

The Bowdoin College Museum of Art, the cornerstone of the arts and culture at Bowdoin, is one of the earliest collegiate art collections in the nation. It came into being through the 1811 bequest of James Bowdoin III of seventy European paintings and a portfolio of 141 old master drawings. Over the years, the collection has been expanded through the generosity of the Bowdoin family, alumni, and friends, and now numbers more than 22,000 objects, including paintings, sculpture, works on paper, decorative arts, and artifacts from prehistory to the present and from civilizations around the world.

The Museum's landmark Walker Art Building was commissioned for the College by Harriet and Sophia Walker in honor of their uncle, a Boston businessman who had supported the creation of the first art gallery at Bowdoin in the mid-nineteenth century. The Walker sisters, encyclopedic collectors and supporters of art education, stipulated that the building be used exclusively for art purposes. Designed by Charles Follen McKim, the building was completed in 1894 and is on the National Register of Historic Places. The brick, limestone, and granite façade, based on Renaissance prototypes, overlooks a broad staircase where generations of Bowdoin graduates receive their diplomas.

The antiquities collections contain over 1,800 Egyptian, Assyrian, Greek, and Roman artifacts and constitute one of the most comprehensive compilations of ancient art in any college museum. European art includes paintings, illustrated manuscripts, sculptures, and decorative arts. Among twelve European Renaissance and Baroque paintings given in 1961 by the Kress Foundation is a panel depicting nymphs pursued by a youth that recently has been attributed to the young Fra Angelico. The collection of prints, drawings, and photographs is large and varied, numbering more than 8,000 works and representing artists from Rembrandt and Rubens through Callot, Goya, and Manet to Picasso and Warhol.

The Museum's American collection includes an important grouping of colonial and Federal portraits, with, for example, seven major paintings by Gilbert Stuart, including the famous presidential portraits of Thomas Jefferson and James Madison, together with other works by Robert Feke, John Copley, Thomas Sully, and Joseph Blackburn. Among other notable works are the murals commissioned by McKim to decorate the Museum's rotunda by the four leading painters of the American Renaissance: Elihu Vedder, Kenyon Cox, Abbott Thayer, and John LaFarge. The collection also includes works by significant nineteenth- and twentieth-century artists such as Mary Cassatt, Thomas Eakins, John Sloan, Rockwell Kent, Marsden Hartley, and Andrew Wyeth, and an archive of memorabilia from Winslow Homer's Maine studio.

Non-western materials range from Japanese, Chinese, Korean, and Southeast Asian prints, ink paintings, sculpture, and decorative arts to modest but distinguished holdings of African, Pacific, Pre-Columbian, and Native American artifacts.

Renovations, designed by Machado and Silvetti Associates and completed in 2007, include expanded galleries, a seminar room, and improved art storage facilities. The restored Museum retains the building's iconic architectural features and provides state-of-the-art climate control and mechanical systems. A dramatic glass and bronze entry pavilion houses a glass elevator and "floating" steel staircase, while a rear addition to the building features an expansive glass curtain wall behind which the Museum has installed its five celebrated ancient Assyrian relief sculptures.

The Museum, open to the public at no charge, is a teaching facility, with the core of its mission to keep its rich collections within immediate reach of Bowdoin students, faculty, scholars, and visitors from near and far. Its active emphasis on the study of original objects as an integral part of the Bowdoin curriculum makes the Museum the ultimate cross-disciplinary and multicultural enterprise. Although online resources are no substitute for an actual visit, the collections can be searched and information on Museum programs and publications found on the website at bowdoin.edu/art-museum.

PEARY-MACMILLAN ARCTIC MUSEUM AND ARCTIC STUDIES CENTER

The Peary-MacMillan Arctic Museum was founded in 1967 in honor of two famous Arctic explorers and Bowdoin alumni, Admirals Robert E. Peary (Class of 1877) and Donald B. MacMillan (Class of 1898). On April 6, 1909, after a lifetime of Arctic exploration, Peary headed the first team of people to reach the North Pole. MacMillan, a crew member on Peary's last expedition, spent the next forty-seven years exploring Labrador, Baffin Island, Ellesmere Island, and Greenland. He used the *Bowdoin*, a schooner he had built for work in ice-laden northern waters, on most of his expeditions. MacMillan took college students to the Arctic and introduced them to the natural history and anthropology of the North. He was not the first to involve Bowdoin students in Arctic exploration, however. In 1860, Paul A. Chadbourne, a professor of chemistry and natural history, had sailed along the Labrador and West Greenland coasts with students from Williams and Bowdoin. Professor Leslie Lee took Bowdoin alumni and students to the same regions in 1891, paving the way for the program's North Atlantic focus.

The Museum's collections include equipment, paintings, and photographs relating to the history of Arctic exploration; natural history specimens; artifacts and drawings made by indigenous people of Arctic North America; contemporary Canadian Inuit carvings and prints; and Alaskan Inupiat and Yup'ik carvings, masks, and baleen and grass baskets. The Museum has large collections of ethnographic photographs and films taken on the expeditions of MacMillan and Robert Bartlett, an explorer and captain who sailed northern waters for nearly fifty years. Diaries, logs, and correspondence relating to the Museum's collections are housed in the Special Collections & Archives section of the College's Hawthorne-Longfellow Library.

The Museum is located on the first floor of Hubbard Hall. The building was named for General Thomas Hubbard of the Class of 1857, a generous benefactor of the College and financial supporter of Peary's Arctic ventures. Generous donations from members of the Class of 1925, together with gifts from George B. Knox of the Class of 1929, a former trustee, and other interested alumni and friends, made the Museum a reality. Ian M. White, former

EDUCATIONAL RESOURCES AND FACILITIES

director of the Fine Arts Museum of San Francisco, who sailed with MacMillan in 1950, designed the Museum's first exhibitions.

The Arctic Studies Center was established in 1985 as a result of a generous matching grant from the Russell and Janet Doubleday Foundation to endow the directorship of the Center, in recognition of the Doubledays' close relationship to MacMillan. The Center links the resources of the Museum and Library with teaching and research efforts, and hosts lectures, workshops, symposia, and educational outreach programs. Continued support from the Doubleday Endowment, friends of the College, the Kane Lodge Foundation, Inc., and federal grants have allowed the College's Arctic- and North Atlantic-focused programs to grow. Through course offerings, field research programs, student employment opportunities, and special events, the Center promotes anthropological, archaeological, and environmental investigations of North Atlantic and Arctic regions.

ARTS FACILITIES

Bowdoin has a deep and historic commitment to the role of the arts in a liberal education, which is supported by state-of-the-art facilities and numerous opportunities for participation in the vibrant student performance and art exhibition scene on campus. For students wishing to specialize in an artistic field, Bowdoin's programs offer exceptional flexibility and the opportunity for in-depth study with recognized faculty. Bowdoin also hosts an exciting array of performances and exhibitions, bringing renowned artists and scholars to campus from all parts of the world.

Robert H. and Blythe Bickel Edwards Center for Art and Dance

The Robert H. and Blythe Bickel Edwards Center for Art and Dance, an ambitious renovation of a former landmark elementary school completed in 2013, offers a dynamic and communal center for the full range of activities in the visual arts and dance on campus. The building contains two dance studios, painting and drawing studios, classrooms for critique, exhibition spaces, and state-of-the-art facilities including a wood shop, print shop, kiln, analog darkroom, and digital media lab. The Edwards Center for Art and Dance enables faculty and students engaged in dance, painting, drawing, photography, sculpture, printmaking, and digital arts to work together under a single roof, fostering a cohesive arts community and opportunities for artistic and intellectual synergies.

Gibson Hall

Gibson Hall houses the Department of Music and offers rehearsal and practice rooms, teaching studios, the Beckwith Music Library, an electronic music lab, a state-of-the-art projection system, faculty offices, a sixty-eight-seat classroom/recital hall, and a more intimate seminar room. It is located on the main quadrangle between the Walker Art Building and the Hawthorne-Longfellow Library.

Pickard and Wish Theaters

Memorial Hall includes performance, rehearsal, set construction, and instructional facilities. The centerpiece is Pickard Theater, a 600-seat theater with proscenium stage equipped with a full fly system and state-of-the-art lighting, sound, and video equipment. Wish Theater addresses the needs of experimental, educational theater in a flexible and intimate black box space that includes high-tech lighting and sound. Memorial Hall also features a seminar room, a rehearsal studio—which is also used for smaller performances and student productions—and a dance studio.

Studzinski Recital Hall

The world-class Studzinski Recital Hall is a transformation of the Curtis Pool building into a 280-seat, state-of-the-art facility for small- and medium-sized musical performances. The hall includes a rehearsal room, nine practice rooms, and a number of Steinway pianos. Kanbar Auditorium features raked seating, exceptional acoustics, advanced technical capabilities, and a stage designed to accommodate different performance configurations and types of musical programs, including classical, jazz, electronic, and world music.

Visual Arts Center

The Visual Arts Center houses the faculty in art history and Digital and Computational Studies, the Pierce Art Library, Beam Classroom, and Kresge Auditorium.

CENTER FOR LEARNING AND TEACHING

Bowdoin College's Center for Learning and Teaching (CLT) houses a group of programs that support learning and teaching throughout the curriculum. The programs offer writing assistance, peer tutoring, academic mentoring, study groups, and support for multilingual students. The programs are housed in Kanbar Hall, Room 102, and work cooperatively to enhance Bowdoin's curricular resources and to strengthen students' academic experience. The programs are described below.

Faculty and staff may individually consult with a CLT staff member on any topic related to teaching and learning at the College. Intentional Pedagogy workshops are offered for faculty to engage with the scholarship of teaching and learning. Other workshops and lunch seminars on topics related to teaching and learning at Bowdoin are offered monthly during the semester. Book groups allow faculty and staff to engage substantively with topics such as stereotype threat (*Whistling Vivaldi*) and academic resilience (*Grit*), as well as more pedagogical focused themes from *Teaching Across Cultural Strengths* and *The Spark of Learning*. Community conversations are facilitated by the CLT through a series of Bear in Mind dialogues that grapple with issues such as implicit bias and imposter syndrome, bringing together diverse stakeholders to both raise awareness and strategize on ways to improve campus climate and inclusive excellence. The Teaching Triangles program provides faculty an opportunity to gain new insight into their teaching and students' learning through a non-evaluative, formative process of reciprocal classroom visits and reflection. Guest speakers deepen understanding of topics essential to effective teaching and learning in higher education. The Faculty Fellows program is a yearlong, immersive experience for faculty in reflective practice on teaching and learning with the specific goal of enhancing equitable and inclusive learning environments for students. Through monthly meetings, workshops, a May institute, and access to funding for teaching innovation, an annual faculty learning community of approximately ten fellows will research and discuss challenges to student learning and explore culturally inclusive pedagogies, all to inform the redesign of a course.

The Baldwin Program for Academic Development

The Baldwin Program for Academic Development opened in 1999–2000 with the mission of creating a space in which students, faculty, and staff members can address issues related to learning at Bowdoin College. Established through a gift to the College by Linda G. Baldwin '73, the program offers resources to help students attain their academic goals and faculty to enhance student learning.

EDUCATIONAL RESOURCES AND FACILITIES

Based on an individualized and holistic approach to learning, the program offers activities and services such as study skills workshops and individual consultation with peer academic mentors. Mentors help fellow students assess their academic strengths and weaknesses and develop individually tailored time management, organizational, and study strategies. Mentors may be particularly useful to students encountering difficulty balancing the academic and social demands of college life; struggling to find more effective approaches to understanding, learning, and remembering new material; experiencing problems with procrastination; or simply achieving the self-structuring demanded by an independent course or honors project.

Quantitative Reasoning Program

The Quantitative Reasoning (QR) Program was established in 1996 to assist with the integration of quantitative reasoning throughout the curriculum and to encourage students to develop competence and confidence in using quantitative information. The program was established in recognition of the increasing demand to understand and use quantitative information in college-level work, in employment situations, and for effective citizenship.

The QR Program assists students in a variety of ways. Entering students are tested to assess their proficiency with quantitative material. Utilizing the test results and other indicators, the director of Quantitative Reasoning and faculty advisors counsel students regarding appropriate courses to fulfill their Mathematical, Computational, or Statistical Reasoning (MCSR) distribution requirement, including placement in the Mathematics 1050: Quantitative Reasoning course. In addition, students are encouraged to take courses across the curriculum that enhance their quantitative skills. The QR Program supplements many of the quantitative courses by providing small study groups led by trained peer tutors, as well as drop-in tutoring. Upon the request of instructors, workshops on special topics are also provided by the QR Program. One-on-one tutoring is available on a limited basis.

Writing and Rhetoric Program

Communication takes many forms at Bowdoin. The support that we offer for writers and speakers is equally diverse. We understand that there are many ways to communicate, multiple approaches to teaching and writing, and more than one writing process. The Writing and Rhetoric Program offers students and faculty resources to help facilitate more clear and effective communication. Student resources include: ongoing workshops, individual advising and consultations, and feedback and revision strategies for presentations (with options to record presentations).

The Writing Project

The Writing Project is based on the premise that students are uniquely qualified to serve as intelligent, empathetic, and helpful readers of one another's writing. As collaborators rather than authorities, peer writing assistants facilitate the writing process for fellow students by providing helpful feedback while encouraging writers to retain an active and authoritative role in writing and revising their work. Each semester, the Writing Project assigns specially selected and trained writing assistants to a variety of courses by request of the instructor. The assistants read and comment on early drafts of papers and meet with the writers individually to help them expand and refine their ideas, clarify connections, and improve sentence structure. After revisions have been completed, each student submits a final paper to the instructor along with the draft and the assistant's comments. Students in any course on campus may also reserve conferences with a writing assistant in the Writing Workshop, open each week from Sunday through Thursday.

Students interested in becoming writing assistants apply before spring break. Those accepted enroll in a fall semester course on the theory and practice of teaching writing, offered through the Department of Education. Successful completion of the course qualifies students to serve as tutors in later semesters, when they receive a stipend for their work.

English for Multilingual Students

Students who are multilingual or who have non-native-English-speaking parents may work individually with the English for Multilingual Students advisor. Students may seek help with understanding assignments and readings and attend to grammar, outlining, revising, and scholarly writing conventions. Specific attention to pronunciation and oral presentation skills is also offered. Any student wishing to make an appointment with the English for Multilingual Students advisor is welcome.

THRIVE Initiative

THRIVE is a college-wide initiative designed to foster achievement, belonging, mentorship, and transition. Historically, many low-income and first-generation students as well as those traditionally underrepresented on college campuses have described their higher education experience as one of survival. This initiative transforms the college experience for these students from merely surviving to thriving. THRIVE comprises a range of undertakings, including academic enrichment, service and leadership development, peer mentoring, and financial support. It draws on best practices for inclusive excellence and fosters innovative curricular and pedagogical approaches to instruction. THRIVE is located in Banister Hall and serves as both a point and place of connection for previously existing academic support programs, including Bowdoin Advising Program in Support of Academic Excellence (BASE), Bowdoin Science Experience (BSE), Bowdoin Science Scholars and Peer Mentoring, as well as the College's new Geoffrey Canada Scholars Program (GCS).

FIELD STATIONS

The Bowdoin Pines

Adjacent to the campus on either side of the Bath Road is a 33-acre site known as the Bowdoin Pines. Cathedral white pines, some of them 135 years old, tower over the site, which is a rare example of one of Maine's few remaining old-growth forests. For biology students, the Pines provides an easily accessible outdoor laboratory. For other students, the site offers a place for a walk between classes, an inspirational setting for creating art, or simply a bit of solitude. A system of trails within the Pines makes the site accessible to students and community members.

Bowdoin Scientific Station

The College maintains an island-based scientific field station in the Bay of Fundy, New Brunswick, Canada, where qualified students can conduct research in ecology, animal behavior, marine biology, botany, geology, and meteorology. Every summer the station also supports a Bowdoin student as an artist-in-residence. Art projects have been in visual arts, poetry, fiction, science writing, film, and music. The Bowdoin Scientific Station (BSS) is located on a cluster of islands in the Grand Manan Archipelago known as Three Islands. The BSS consists of Kent, Sheep, and Hay Islands, which are owned entirely by the College. Kent Island, the largest of Three Islands (250 acres), was presented to the College in 1936 by J. Sterling Rockefeller. In 2003, the College acquired neighboring Hay and Sheep Islands to help preserve the unique

EDUCATIONAL RESOURCES AND FACILITIES

environment offered by the three islands. The BSS has an international reputation, with more than 200 peer-reviewed publications, many of which are coauthored by students.

The BSS is a major seabird breeding ground. Its location makes it a concentration point for migrating birds in spring and fall. The famous Fundy tides create excellent opportunities for the study of marine biology. The BSS also features old field habitat for pollination studies and deciduous and coniferous forests.

Students from Bowdoin and other institutions select problems for investigation at the BSS during the summer and conduct independent fieldwork with the advice and assistance of a faculty director. Students have the opportunity to collaborate with graduate students and faculty from various universities and colleges. Three-day field trips to the BSS are a feature of Bowdoin's courses in ecology and marine biology.

Schiller Coastal Studies Center

Schiller Coastal Studies Center occupies a 118-acre coastal site that is twelve miles from the campus on Orr's Island, once known as Thalheimer Farm. The Center offers the Bowdoin Marine Science Semester each fall, and interdisciplinary teaching and research throughout the College.

The Center's facilities include the Marine Laboratory renovated in 2014, allowing researchers to study a diversity of benthic and pelagic marine organisms and systems. The Marine Laboratory includes a dry-laboratory classroom that features light microscopy and molecular biology capabilities. The site has 2.5 miles of coastline, a dock and pier facility, and access to a monitoring buoy that provides continuous data from Harpswell Sound. The Center maintains a small boat fleet including the twenty-eight-foot research vessel, the *R/V A. O.K.*, twenty-one-foot parker, sixteen-foot maritime skiff, and a thirteen-foot Boston Whaler. Other facilities include the off-the-grid Terrestrial Lab (T-Lab), a space that embodies the multidisciplinary approach of the Center in that it is used as both an art studio and laboratory, and the Bowdoin sailing team's Leighton Sailing Center. A centrally located farmhouse serves as a meeting space with a forty-five-person capacity and a facility for computationally demanding science laboratories. Classes, students, and faculty from all disciplines use the Center for fieldwork, research, lab work, meetings, and recreation.

The Schiller Coastal Studies Center site is surrounded on three sides by the ocean and encompasses open fields, orchards, and old-growth spruce-fir forest. A 4-mile interpretive trail runs through the site, offering students and the local community a glimpse into the cultural and natural history of the property and surrounding coastal waters.

STUDENT FELLOWSHIPS AND RESEARCH

The Office of Student Fellowships and Research connects Bowdoin students to merit-based academic experiences. Often, the application forms for these merit-based scholarships and fellowships require applicants to concisely articulate their past experiences, interests, and future aspirations. While sometimes challenging, this requirement encourages students to undergo a process of self-assessment and self-development. The Office of Student Fellowships and Research is committed to making the application process a worthwhile learning experience for all students, regardless of whether a fellowship is awarded.

The Office of Student Fellowships and Research works with students and alumni to identify and to apply for relevant nationally competitive fellowships and scholarships such as Fulbright, Marshall, Rhodes, and Watson. Numerous Bowdoin students receive these prestigious awards

each year, enabling them to engage in a variety of activities including spending time overseas, conducting independent research, receiving support toward their undergraduate tuition, and attending graduate school.

The Office of Student Fellowships and Research also strives to inform all Bowdoin students about undergraduate research opportunities, primarily at Bowdoin, but also at institutions across the country. Each year the College awards Bowdoin research fellowships to more than 200 Bowdoin students to carry out faculty-mentored research across all disciplines. A Bowdoin research fellowship allows a student to delve deeply into a research question and can lead to an enhanced independent study or honors project, coauthoring a paper with a faculty mentor, or presenting findings at a professional meeting. These research experiences enrich students' undergraduate experience, make students more competitive for entrance to graduate school, and prepare students to successfully undertake graduate study.

JOSEPH MCKEEN CENTER FOR THE COMMON GOOD

At the opening of Bowdoin College in 1802, President Joseph McKeen declared that:

...literary institutions are founded and endowed for the common good, and not for the private advantage of those who resort to them for education. It is not that they may be enabled to pass through life in an easy or reputable manner, but that their mental powers may be cultivated and improved for the benefit of society. If it be true, that no man should live to himself, we may safely assert, that every man who has been aided by a public institution to acquire an education, and to qualify himself for usefulness, is under peculiar obligations to exert his talents for the public good.

Encouraging students to live up to McKeen's vision is a central mission of the College as a whole, and the Joseph McKeen Center for the Common Good provides opportunities for students to discover the ways in which their unique talents, passions, and academic pursuits can be used for the "benefit of society" through public engagement.

Housed in Banister Hall, the McKeen Center supports work that takes place across the campus, in local communities, and at selected locations around the world. The Center assists student-led volunteer organizations that provide service to the local community through activities such as mentoring, tutoring, visiting with senior citizens, serving meals at the local soup kitchen, and working with immigrant populations in nearby Portland. Fostering student initiative and leadership, the Center provides opportunities for students to propose and lead alternative winter and spring break trips that connect their peers with community organizations to address public issues in places ranging from Los Angeles to Baltimore, and from Northern Maine to Guatemala. The Center also houses the Bowdoin Public Service Initiative, a multifaceted program designed to explore ways to serve the common good through government and public service. In all areas, the McKeen Center encourages students to reflect upon their public engagement and connect these experiences to curricular and vocational interests.

In coordination with other departments, the Center administers summer fellowships for students interested in non-profit internships and provides funding for international service. It assists students in finding community partners with whom to engage in community-connected independent research and honors projects and helps identify courses at the College that provide context for the issues students address through their community work. The McKeen Center supports faculty in developing and teaching community-engaged courses that take

EDUCATIONAL RESOURCES AND FACILITIES

students out of the classroom to conduct interviews, record oral histories, develop curriculum for schools, and collect scientific data in conjunction with community partners.

The Center also encourages and helps sponsor campus-wide events that challenge students, faculty, and staff to examine the varied meanings of public service and the “common good.” These events include the What Matters dialogue series, the Leading for the Common Good seminar, and Common Good Day, a traditional day of service that connects Bowdoin students, faculty, staff, and alumni with the local community each fall.

INFORMATION AND TECHNOLOGY

Technology is embedded in the fabric of the Bowdoin College experience. Students, faculty, and staff have access to the latest software, experienced consultants, and targeted training to take advantage of technical resources. The Information Technology (IT) team consults with faculty, students, and staff and works in partnership with departments to provide reliable and innovative solutions.

Bowdoin is one of the most robust wired and wireless institutions in the nation. Students and faculty have access to high performance computing and over 600 supported software packages providing them with the latest tools to assist with their studies, analysis, and research. A full-time, professionally staffed Service Desk supports Mac, Windows, and Linux computers and software applications. The student-run Service Desk works with students, answering questions and resolving software and hardware issues during evenings and weekends. Software support is available twenty-four hours a day, seven days a week.

The campus has multiple academic computer labs, a 24-hour public lab, over thirty public printers, and 3-D printers. Students are provided Microsoft’s Office 365 email, OneDrive storage, Microsoft Office, video conferencing capabilities, and cable television. There is a free equipment Loaning Center that includes video- and audio-recording devices, projection, laptops, digital cameras, GoPros, and newer technology for testing and evaluation.

IT is constantly exploring technology trends and working to provide accessible, secure, and stable services.

STUDENT AFFAIRS

A residential college adds significantly to the education of students when it provides the opportunity for a distinctive and dynamic learning community to develop. In such a community, Bowdoin students are encouraged, both directly and indirectly, to engage actively in a quest for knowledge both inside and outside the classroom, and to take responsibility for themselves, for others, and for their community. They are challenged to grow personally by constant contact with new experiences and different ways of viewing the world. Simultaneously, they are supported and encouraged by friends, faculty, staff, and other community members and find opportunities for spontaneous as well as structured activities. Such a community promotes the intellectual and personal growth of individuals and encourages mutual understanding and respect in the context of diversity.

The programs and services provided by the Division of Student Affairs exist to support students and the College in developing and maintaining the learning community. Staff throughout the Division of Student Affairs assist students with their studies, their leadership and social growth, their well-being, and their future. The *Bowdoin College Student Handbook* online provides comprehensive information about student life and the programs and services of the Division of Student Affairs. Additional information is available at bowdoin.edu.

The Academic Honor and Social Codes

The success of the Academic Honor Code and Social Code requires the active commitment of the College community. Since 1964, with revisions in 1977 and 1993, the community pledge of personal academic integrity has formed the basis for academic and social conduct at Bowdoin. The institution assumes that all Bowdoin students possess the attributes implied in the codes. Bowdoin College expects its students to be responsible for their behavior on and off the campus and to assure the same behavior of their guests.

The Academic Honor Code plays a central role in the intellectual life at Bowdoin College. Students and faculty are obligated to ensure its success. Uncompromised intellectual inquiry lies at the heart of a liberal education. Integrity is essential in creating an academic environment dedicated to the development of independent modes of learning, analysis, judgment, and expression. Academic dishonesty is antithetical to the College's institutional values and constitutes a violation of the Honor Code.

The Social Code describes certain rights and responsibilities of Bowdoin College students. While it imposes no specific morality on students, the College requires certain standards of behavior to secure the safety of the College community and ensure that the campus remains a center of intellectual engagement.

Individuals who suspect violations of the Academic Honor Code and/or Social Code should not attempt to resolve the issues independently, but are encouraged to refer their concerns to the Office of the Dean of Students. The College reserves the right to impose sanctions on students who violate these codes on or off campus. A thorough description of the Academic Honor Code, the Social Code, and the disciplinary process is included in the *Bowdoin College Student Handbook* online at bowdoin.edu/studentaffairs/student-handbook/.

OFFICERS OF INSTRUCTION

FACULTY

Clayton S. Rose, BA, MBA (Chicago), MA, PhD (Pennsylvania), President of the College. (2015) †

Ericka A. Albaugh, BA (Pepperdine), MA (Tufts–Fletcher School), PhD (Duke), Associate Professor of Government. (2008)

Anthony F. Antolini, AB (Bowdoin), MA, MA, PhD (Stanford), Director of the Bowdoin Chorus. (Adjunct)

Aretha Aoki, BFA (Simon Fraser), MFA (Smith), Assistant Professor of Dance. (2016)

Hiroo Aridome, BA (Waseda University–Japan), MA (Minnesota), Senior Lecturer in Japanese. (2013)

Catherine Baker, BA (Brandeis), MA (New York University), MA (Cincinnati), Visiting Instructor in Classics.* (2016)

Sean Barker, BA (Williams), MS, PhD (Massachusetts–Amherst), Assistant Professor of Computer Science. (2014)

William Barker, AB (Harpur College), PhD (Massachusetts Institute of Technology), Isaac Henry Wing Professor of Mathematics. (1975)

Oyman Basaran, BA, MA (Bogazici), PhD (Massachusetts–Amherst), Assistant Professor of Sociology. (2016)

Jack R. Bateman, BSc (Dalhousie), PhD (Harvard), Samuel S. Butcher Associate Professor in the Natural Sciences. (2008)

Mark O. Battle, BS (Tufts), BM (New England Conservatory), MA, PhD (Rochester), Associate Professor of Physics. (1999)

Jaclyn S. Baughman, AB (Colgate), PhD candidate (Colorado–Boulder), Visiting Instructor in Earth and Oceanographic Science.* (2018)

Thomas Baumgarte, Diplom. PhD (Ludwig-Maximilians–Universität Munich), William R. Kenan Jr. Professor of Physics. (2001)

Sarah Bay-Cheng, AB (Wellesley), PhD (Michigan), Professor of Theater and Dance. (2015)

Rachel J. Beane, BA (Williams), PhD (Stanford), Anne T. and Robert M. Bass Professor of Natural Sciences and Associate Dean for Academic Affairs. (1998)

Madeline Bedecarré, AB (Bowdoin), MA (Columbia), PhD (School for Advanced Studies in the Social Sciences [EHESS]–France), Andrew W. Mellon Postdoctoral Fellow in Francophone Studies. (2018)

Meryem Belkaïd, MA-equivalent (Sciences Po), MA-equivalent, PhD (Paris–Sorbonne), Assistant Professor of Romance Languages and Literatures. (2015)

† *Date of first appointment to the faculty.*

* *Indicates candidate for doctoral degree at time of appointment.*

Jordan Messan Benissan, BA (Institut de Science Commerciale–West Africa), Adjunct Lecturer in Music. (Fall semester.)

Todd Berzon, BA (Columbia), BA (Oxford), MA, PhD (Columbia), Assistant Professor of Religion. (2014)

Matthew J. Botsch, BA (Amherst), PhD (California–Berkeley), Assistant Professor of Economics. (2014)

Barbara Weiden Boyd, AB (Manhattanville), AM, PhD (Michigan), Winkley Professor of Latin and Greek. (1980)

Margaret Boyle, BA (Reed), MA, PhD (Emory), Associate Professor of Romance Languages and Literatures. (2012)

Aviva Briefel, BA (Brown), MA, PhD (Harvard), Professor of English and Cinema Studies. (2000)

James M. Broda II, BA, MA, PhD (Oklahoma), Assistant Director and Lecturer in Quantitative Reasoning and Mathematics. (2017)

Richard D. Broene, BS (Hope), PhD (California–Los Angeles), Professor of Chemistry. (On leave for the academic year.) (1993)

Jackie Brown, BA (Hamilton), MFA (Virginia Commonwealth), Marvin H. Green Jr. Assistant Professor of Art. (2014)

Dana E. Byrd, BA (Yale), MA (Delaware), PhD (Yale), Assistant Professor of Art History. (2012)

Philip Camill III, BA (Tennessee), PhD (Duke), Rusack Professor of Environmental Studies and Earth and Oceanographic Science. (2008)

David B. Carlon, BA (Boston University), MS (Massachusetts–Boston), PhD (New Hampshire), Associate Professor of Biology and Director of the Bowdoin College Schiller Coastal Studies Center. (2013)

Judith S. Casselberry, BMus (Berklee), MA (Wesleyan), MPhil, MA, PhD (Yale), Associate Professor of Africana Studies. (2009)

Nadia V. Celis, BA (Universidad de Cartagena), MA, PhD (Rutgers), Associate Professor of Romance Languages and Literatures. (2007)

Tess Chakkalakal, BA (Toronto), MA, PhD (York), Peter M. Small Associate Professor. (2008)

Connie Y. Chiang, BA (California–Santa Barbara), MA, PhD (Washington), Professor of History and Environmental Studies. (On leave for the academic year.) (2002)

Christopher Chong, BS (New Hampshire), MS (San Diego State University), PhD (Karlsruhe Institute of Technology–Germany), Assistant Professor of Mathematics. (2015)

Subhadip Chowdhury, BS (Indian Statistical Institute–India), MS, PhD (Chicago), Visiting Assistant Professor of Mathematics. (2018)

Eric L. Chown, BA, MS (Northwestern), PhD (Michigan), Professor of Computer Science. (1998)

Jeffrey Christmas, BS (Appalachian State), MM (Boston Conservatory), Adjunct Lecturer in Music.

OFFICERS OF INSTRUCTION

- Sakura Christmas**, AB, PhD (Harvard), Assistant Professor of History and Asian Studies. (On leave for the academic year.) (2015)
- Javier Cikota**, BA (Texas–Austin), MA, PhD (California–Berkeley), Assistant Professor of History. (2018)
- Andrew G. Christy**, BA (SUNY–Geneseo), PhD candidate (Texas A&M), Visiting Instructor in Psychology.* (2018)
- Brock Clarke**, BA (Dickinson), MA, PhD (Rochester), A. Leroy Greason Professor of English. (2010)
- David Collings**, AB (Pacific Union), AM, PhD (California–Riverside), Professor of English. (1987)
- Sarah O’Brien Conly**, AB (Princeton), MA, PhD (Cornell), Associate Professor of Philosophy. (2005)
- Rachel Ex Connelly**, AB (Brandeis), AM, PhD (Michigan), Bion R. Cram Professor of Economics. (On leave for the academic year.) (1985)
- Allison A. Cooper**, BA (Knox), PhD (California–Los Angeles), Assistant Professor of Romance Languages and Literatures and Cinema Studies. (2012)
- Elena M. Cueto Asín**, BA (Universidad Complutense de Madrid), MA, PhD (Purdue), Associate Professor of Romance Languages and Literatures. (2000)
- Songren Cui**, BA (Zhongshan), MA, PhD (California–Los Angeles), Associate Professor of Asian Studies. (1999)
- Michael P. Danahy**, BS (Bates), MA, PhD (Princeton), Senior Lecturer in Chemistry. (2009)
- Charlotte Daniels**, BA/BS (Delaware), MA, PhD (Pennsylvania), Associate Professor of Romance Languages and Literatures. (1999)
- Katherine L. Dauge-Roth**, AB (Colby), DEUG (Université de Caen), MA, PhD (Michigan), Associate Professor of Romance Languages and Literatures. (1999)
- Gregory P. DeCoster**, BS (Tulsa), PhD (Texas), Associate Professor of Economics. (1985)
- Deborah S. DeGraff**, BA (Knox), MA, PhD (Michigan), Professor of Economics. (1991)
- Dallas G. Denery II**, BA (California–Berkeley), MA (Dominican School of Philosophy and Theology), PhD (California–Berkeley), Professor of History. (On leave for the academic year.) (2002)
- Shruti Devgan**, BA (Delhi University), MA, MPhil (Jawaharlal Nehru University), MA, PhD (Rutgers), Visiting Assistant Professor of Sociology. (2017)
- Sara A. Dickey**, BA (Washington), MA, PhD (California–San Diego), Professor of Anthropology. (On leave for the academic year.) (1988)
- Patsy S. Dickinson**, AB (Pomona), MS, PhD (Washington), Josiah Little Professor of Natural Sciences. (1983)
- Stacy Doore**, BS, BA, MS, PhD (Maine), Visiting Assistant Professor of Computer Science. (2018)

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Charles Dorn, BA (George Washington), MA (Stanford), PhD (California–Berkeley), Professor of Education, Associate Dean for Academic Affairs, and Associate Affirmative Action Officer. (2003)

Vladimir Douhovnikoff, BA, MS, PhD (California–Berkeley), Associate Professor of Biology. (2011)

Danielle H. Dube, BA (Cornell), PhD (California–Berkeley), Associate Professor of Chemistry and Biochemistry. (2007)

Barbara Elias, BA (Brown), MA, PhD (Pennsylvania), Assistant Professor of Government. (2013)

Jens Elias Klenner, MA (Friedrich-Alexander Universität), ABD (George Mason), MA, PhD (Princeton and Universität Konstanz), Assistant Professor of German. (2014)

Gustavo Faverón Patriau, BA, Lic (Pontificia Universidad Católica del Perú), MA, PhD (Cornell), Associate Professor of Romance Languages and Literatures. (2005)

Jacob Z. Fay, AB (Princeton), MA (Brandeis), Med, PhD candidate (Harvard), Visiting Instructor in Education.* (2018)

John M. Fitzgerald, AB (Montana), MS, PhD (Wisconsin), William D. Shipman Professor of Economics. (1983)

Pamela M. Fletcher, AB (Bowdoin), MA, PhD (Columbia), Professor of Art History. (2001)

Anja Forche, PhD (Technical University Berlin) Laboratory Instructor in Neuroscience.

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Guy Mark Foster, BA (Wheaton), MA, PhD (Brown), Associate Professor of English. (2006)

Paul N. Franco, BA (Colorado College), MSc (London School of Economics), PhD (Chicago), Professor of Government. (1990)

Michael M. Franz, BA (Fairfield), MA, PhD (Wisconsin–Madison), Professor of Government. (On leave for the academic year.) (2005)

Judy Gailen, MFA-equivalent (Yale School of Drama), Adjunct Lecturer in Theater. (Fall semester.)

Patricia M. Garmirian, BS (Denison), MS, PhD (Lehigh), Visiting Assistant Professor of Mathematics. (2018)

Kathryn B. Gerry, BA (Smith), MA (Maryland), PhD (Johns Hopkins), Visiting Assistant Professor of Art History. (2018)

Davida Gavioli, Laurea (Bergamo–Italy), PhD (Pennsylvania State), Senior Lecturer in Italian. (On leave for the spring semester.) (2008)

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Anna A. Golovkova, BA (Moscow State Linguistics University), MA (Columbia), MSt (Oxford), PhD (Cornell), Andrew W. Mellon Postdoctoral Fellow in Religion. (2017)

David M. Gordon, BA (University of Cape Town), MA, PhD (Princeton), Professor of History. (2005)

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Theodore C. Greene, AB (Georgetown), MA, PhD (Northwestern), Assistant Professor of Sociology. (On leave for the academic year.) (2015)

Robert K. Greenlee, BM, MM (Oklahoma), DM (Indiana), Professor of Music. (On leave for the spring semester.) (1982)

Crystal Hall, BA (Cornell), MA, PhD (Pennsylvania), Associate Professor of Digital Humanities. (2013)

Andrew B. B. Hamilton, BA (Chicago), PhD (Indiana), Visiting Assistant Professor of German. (2017)

Morten K. Hansen, BA (Copenhagen), MA, PhD (Virginia), Visiting Assistant Professor of English and Director of the Writing Project. (2014)

Sarah M. Harmon, BA (Colby), MS, PhD (California–Santa Cruz), Assistant Professor of Computer Science. (2017)

Allen Harper, BS (Rhode Island), MA (Brooklyn College), PhD (CUNY), Visiting Assistant Professor of Computer Science. (2015)

Michael C. Hawley, BA (Tufts), MA, PhD (Duke), Visiting Assistant Professor of Government. (2018)

Anne C. J. Hayden, BA (Harvard), MS (Duke), Adjunct Lecturer in Environmental Studies. (Spring semester.)

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Laura A. Henry, BA (Wellesley), MA, PhD (California–Berkeley), Associate Professor of Government. (2004)

Guillermo E. Herrera, AB (Harvard), MS, MA, PhD (Washington), Professor of Economics. (On leave for the academic year.) (2000)

K. Page Herrlinger, BA (Yale), MA, PhD (California–Berkeley), Associate Professor of History. (On leave for the fall semester.) (1997)

Christopher Heurlin, BA (Carleton), MA, PhD (Washington), Associate Professor of Government and Asian Studies. (2011)

James A. Higginbotham, BS, AM, PhD (Michigan), Associate Professor of Classics on the Henry Johnson Professorship Fund and Associate Curator for the Ancient Collection. (1994)

John C. Holt, AB (Gustavus Adolphus), AM (Graduate Theological Union), PhD (Chicago), LittD (Peradeniya), William R. Kenan Jr. Professor of the Humanities in Religion and Asian Studies. (1978)

Hadley Wilson Horch, BA (Swarthmore), PhD (Duke), Associate Professor of Biology and Neuroscience. (On leave for the academic year.) (2001)

Mohammad T. Irfan, BS, MS (Bangladesh University), PhD (Stony Brook), Assistant Professor of Digital and Computational Studies and Computer Science. (On leave for the academic year.) (2013)

George S. Isaacson, AB (Bowdoin), JD (Pennsylvania), Adjunct Lecturer in Government. (Fall semester.)

William R. Jackman, BS (Washington–Seattle), PhD (Oregon), Associate Professor of Biology. (2007)

Janice Jaffe, BA (University of the South), MA, PhD (Wisconsin–Madison). Visiting Associate Professor of Romance Languages and Literatures. (2015)

Idriss Jebari, BA (Geneva), MA (University College London), MA (London School of Economics), PhD (Oxford), Andrew W. Mellon Postdoctoral Fellow in History. (2017)

Brittany Jellison, BS (California–San Diego), PhD (California–Davis), Doherty Marine Biology Postdoctoral Scholar. (2018)

Xiaoke Jia, BA (Henan), MA (Beijing Normal), Lecturer in Chinese Language. (2013)

Amy S. Johnson, BA (California–Los Angeles), PhD (California–Berkeley), James R. and Helen Lee Billingsley Professor of Marine Biology. (1989)

Eileen Sylvan Johnson, BS (Cornell), MA (Massachusetts–Amherst), PhD (Maine), Program Manager and Lecturer in Environmental Studies. (2007)

Erin Colleen Johnson, BA (Warren Wilson), MFA (California–Berkeley), Visiting Assistant Professor of Art and Digital and Computational Studies. (2015)

Adanna Jones, BFA (Rutgers), PhD (California–Riverside), Assistant Professor of Dance. (2018)

Gwyneth Jones, Senior Lecturer in Dance Performance. (1987)

Patricia L. Jones, BA (Cornell), PhD (Texas–Austin), Assistant Professor of Biology and Director of the Bowdoin College Scientific Station on Kent Island. (2017)

Susan A. Kaplan, AB (Lake Forest), AM, PhD (Bryn Mawr), Professor of Anthropology and Director of the Peary-MacMillan Arctic Museum and Arctic Studies Center. (On leave for the academic year.) (1985)

Gerárd Keubeung, BA, MA (Yaoundé I), MA (Oregon), PhD candidate (Tennessee), Visiting Instructor in Romance Languages and Literatures.* (2018)

B. Zorina Khan, BSc (Surrey), MA (McMaster), PhD (California–Los Angeles), Professor of Economics. (1996)

Batool Khattab, BA, MA, PhD (Ain Shams University–Egypt), Lecturer in Arabic. (2018)

Shenila Khoja-Moolji, BA (Brown), MA (Harvard), MA and Doctoral Certification in Feminist Scholarship (Columbia), Assistant Professor of Gender, Sexuality, and Women's Studies. (2018)

* Indicates candidate for doctoral degree at time of appointment.

Ann Louise Kibbie, BA (Boston), PhD (California–Berkeley), Associate Professor of English. (1989)

Abigail Killeen, BFA (New York University–Tisch School), MFA (Brandeis), Associate Professor of Theater. (2008)

John Kim, BA (Amherst), PhD (Harvard), Visiting Assistant Professor of Asian Studies. (2018)

Michael King, BA (Yale), MS, PhD (Brown), Lecturer in Mathematics. (2009)

Sarah Kingston, BA (William and Mary), MS (College of Charleston), PhD (Maryland), Visiting Assistant Professor of Biology. (2014)

Aaron W. Kitch, BA (Yale), MA (Colorado–Boulder), PhD (Chicago), Associate Professor of English. (On leave for the academic year.) (2002)

Pamela Klasova, BA, MA (Charles University–Czech Republic), MA (Leiden), PhD (Georgetown), Andrew W. Mellon Postdoctoral Fellow in Arabic. (2018)

Nathan Klausner, BA (Massachusetts), MA (Michigan), PhD (Yale), Adjunct Lecturer in Russian. (Fall semester.)

Matthew W. Klinge, BA (California–Berkeley), MA, PhD (Washington), Associate Professor of History and Environmental Studies. (2001)

Bruce D. Kohorn, BA (Vermont), MS, PhD (Yale), Linnean Professor of Biology and Biochemistry. (2001)

Lauren Kohut, AB (Bryn Mawr), MA, PhD (Vanderbilt), Visiting Assistant Professor of Anthropology. (2018)

Michael Kohut, BA (Missouri), MA, PhD (Vanderbilt), Adjunct Lecturer in Anthropology. (Spring semester.)

Michael Kolster, BA (Williams), MFA (Massachusetts College of Art), Professor of Art. (2000)

Belinda Kong, BA (William and Mary), MA, PhD (Michigan), John F. and Dorothy H. Magee Associate Professor of Asian Studies and English. (2005)

Jennifer Clarke Kosak, AB (Harvard–Radcliffe), PhD (Michigan), Associate Professor of Classics. (On leave for the academic year.) (1999)

Nicholas Kupensky, BA (Bucknell), MPhil, PhD (Yale), Andrew W. Mellon Postdoctoral Fellow in Russian. (2017)

Chryl N. Laird, BA (Maryland), MA, PhD (Ohio State), Assistant Professor of Government. (2017)

Eric LaPerna, Co-Director of the Middle Eastern Ensemble. (Adjunct.)

Henry C. W. Laurence, BA (Oxford), PhD (Harvard), Associate Professor of Government and Asian Studies. (1997)

Michèle G. LaVigne, BA (Hampshire), PhD (Rutgers), Assistant Professor of Earth and Oceanographic Science. (2012)

Peter D. Lea, AB (Dartmouth), MS (Washington), PhD (Colorado–Boulder), Associate Professor of Earth and Oceanographic Science. (1988)

- William Lempert**, BA (Miami–Ohio), MA (Denver), PhD (Colorado–Boulder), Assistant Professor of Anthropology. (2018)
- Adam B. Levy**, BA (Williams), PhD (Washington), Professor of Mathematics. (1994)
- Amos Libby**, BA (Long Island), Co-Director of the Middle Eastern Ensemble. (Adjunct.)
- Leslie Julian Lipschitz**, BS (Cape Town), MS (London School of Economics), PhD (London), Visiting Professor of Economics. (Fall semester.)
- Barry A. Logan**, BA (Cornell), PhD (Colorado), Professor of Biology. (1998)
- George Lopez**, BMus (Hartt School of Music), MMus (Sweelinck Conservatorium–Amsterdam), Beckwith Artist in Residence. (2010)
- Marcos F. Lopez**, BA, BA, MA, PhD (California–Santa Cruz), Assistant Professor of Sociology. (2013)
- Suzanne B. Lovett**, AB (Bowdoin), PhD (Stanford), Associate Professor of Psychology. (1990)
- Yinqiu Ma**, BA (Minzu University–Beijing), MA (Peking), Visiting Lecturer in Chinese Language. (2018)
- Ian A. MacDonald**, BA (Mount Allison), MA, PhD (Colorado–Boulder), Adjunct Lecturer in French. (Fall semester.)
- Stephen M. Majercik**, AB (Harvard), MFA, MBA (Yale), MS (Southern Maine), PhD (Duke), Associate Professor of Computer Science. (2000)
- Varun Suresh Makhija**, BA (Drew), PhD (Kansas State), Visiting Assistant Professor of Physics. (2018)
- Christine Marrewa Karwoski**, AA (Holyoke Community), BA (Mount Holyoke), MA (Washington), MA, PhD (Columbia), ASIANetwork–Luce Postdoctoral Teaching Fellow in South and Southeast Asian Studies. (2018)
- Janet M. Martin**, AB (Marquette), MA, PhD (Ohio State), Professor of Government. (1986)
- Allison J. Martino**, BA (Denison), MA (Indiana–Bloomington), PhD (Michigan), Andrew W. Mellon Postdoctoral Fellow in Africana Studies. (2018)
- Alexandria Madeline Marzano-Lesnevich**, BA (Columbia), JD (Harvard), MFA (Emerson), Assistant Professor of English. (2018)
- Frank Mauceri**, BA, BM (Oberlin), MM, DMA (Illinois–Urbana-Champaign), Senior Lecturer in Music. (2003)
- Anne E. McBride**, BS (Yale), MPhil (Cambridge), PhD (Colorado–Boulder), Associate Professor of Biology and Biochemistry. (2001)
- Meredith McCarroll**, BA, MA (Appalachian State), MA (Simmons), PhD (Tennessee), Director of Writing and Rhetoric. (2015)
- Elizabeth F. McCormack**, BA (Wellesley), PhD (Yale), Professor of Physics and Dean for Academic Affairs. (2017)
- Sarah F. McMahon**, AB (Wellesley), PhD (Brandeis), Associate Professor of History. (1982)
- Tracy McMullen**, BA (Stanford), MM, MA (North Texas), PhD (California–San Diego), Associate Professor of Music. (2012)
- Alison Riley Miller**, BA (Ithaca), MA (Arcadia), PhD (Columbia), Assistant Professor of Education. (On leave for the academic year.) (2014)

Tara Mock, BA, MPA (Louisiana State–Baton Rouge), MBA (HEC Paris), MA (Tufts), PhD (Michigan State), CFD Postdoctoral Fellow in Africana Studies. (2018)

Salar M. Mohandesi, BA (William and Mary), MA, PhD (Pennsylvania), Assistant Professor of History. (2017)

John Morneau, BM (New Hampshire), Director of the Bowdoin Concert Band. (Adjunct.)

Stephen Morris, BA (Wesleyan), MA, PhD (California–San Diego), Assistant Professor of Economics. (On leave for the academic year.) (2014)

Robert G. Morrison, AB, AM (Harvard), PhD (Columbia), George Lincoln Skolfield Jr. Professor of Religion. (On leave for the academic year.) (2008)

Madeleine E. Msall, BA (Oberlin), MA, PhD (Illinois–Urbana–Champaign), Professor of Physics. (1994)

James Mullen, BFA (New Hampshire), MFA (Indiana), Associate Professor of Art. (1999)

Elizabeth Muther, BA (Wellesley), PhD (California–Berkeley), Associate Professor of English. (On leave for the spring semester.) (1993)

Jessica Mutter, BA (Columbia), MA (American University–Egypt), MA, PhD (Chicago), Andrew W. Mellon Postdoctoral Fellow in Religion. (2018)

Stephen G. Naculich, BS (Case Western Reserve), MA, PhD (Princeton), LaCasce Family Professor of Natural Sciences. (1993)

Jeffrey K. Nagle, AB (Earlham), PhD (North Carolina), Charles Weston Pickard Professor of Chemistry. (1980)

Fernando L. Nascimento, BS (Catholic University of Campinas), MS, PhD (Catholic University of São Paulo), Postdoctoral Fellow in Digital and Computational Studies. (2017)

Erik Nelson, BA (Boston College), MA, PhD (Minnesota), Associate Professor of Economics. (2010)

Ingrid A. Nelson, BA (Wellesley), MA, PhD (Stanford), Associate Professor of Sociology. (2010)

Ryan C. Nelson, BA (Gustavus Adolphus), PhD (Wisconsin), Visiting Assistant Professor of Chemistry. (2017)

Michael Nerdahl, BS, MA, PhD (Wisconsin–Madison), Lecturer in Classics. (2008)

Erika M. Nyhus, BA (California–Berkeley), MA, PhD (Colorado–Boulder), Assistant Professor of Neuroscience and Psychology. (2013)

John D. O'Brien, BA (Pomona), PhD (California–Los Angeles), Associate Professor of Mathematics. (2012)

Kristi Olson, BA (Indiana), JD (Duke), AM, PhD (Harvard), Assistant Professor of Philosophy. (2014)

Michael F. Palopoli, BS, MS (Michigan), PhD (Chicago), Professor of Biology. (1998)

Ju Young Park, BA, MA (Ewha Womans University–Korea), MA, PhD (Rutgers), Visiting Assistant Professor of Economics. (2017)

Kelly S. Parker-Guilbert, BA (Brandeis), MS, PhD (Pennsylvania State), Visiting Assistant Professor of Psychology. (2017)

Jill E. Pearlman, BA (Beloit), MA (California), PhD (Chicago), Senior Lecturer in Environmental Studies. (1994)

Stephen G. Perkinson, BA (Colgate), MA, PhD (Northwestern), Peter M. Small Associate Professor of Art History and Associate Dean for Academic Affairs. (2002)

Emily M. Peterman, BA (Middlebury), PhD (California–Santa Barbara), Associate Professor of Earth and Oceanographic Science. (2012)

Thomas Pietraho, BA, MS (Chicago), PhD (Massachusetts Institute of Technology), Associate Professor of Mathematics. (On leave for the academic year.) (2001)

Irina Popescu, BA (Texas–Austin), MA (California–Santa Barbara), PhD (California–Berkeley), Postdoctoral Fellow in Latin American Studies. (2018)

Christian P. Potholm, AB (Bowdoin), MA, MALD, PhD (Tufts), DeAlva Stanwood Alexander Professor of Government. (1970)

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Brian Purnell, BA (Fordham), MA, PhD (New York University), Geoffrey Canada Associate Professor of Africana Studies and History. (2010)

Samuel P. Putnam, BS (Iowa), MS, PhD (Pennsylvania State), Professor of Psychology. (2001)

Patrick J. Rael, BA (Maryland–College Park), MA, PhD (California–Berkeley), Professor of History. (1995)

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Marilyn Reizbaum, AB (Queens College), MLitt (Edinburgh), PhD (Wisconsin–Madison), Harrison King McCann Professor of English. (1984)

Manuel L. Reyes, BS (Westmont), PhD (Berkeley), Associate Professor of Mathematics. (2011)

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Meghan K. Roberts, BA (William and Mary), PhD (Northwestern), Associate Professor of History. (2011)

Strother Roberts, BS, MA (Kansas State), PhD (Northwestern), Assistant Professor of History. (2015)

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Collin S. Roesler, BS (Brown), MS (Oregon State), PhD (Washington), Professor of Earth and Oceanographic Science. (2009)

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Andrew C. Rudalevige, BA (Chicago), MA, PhD (Harvard), Thomas Brackett Reed Professor of Government. (2012)

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INDEX

- Academic Honor Code.
 See Codes of Conduct
- Academic standards and regulations, 24-41
 attendance, 24-25
 comment and failure cards, 30
 course credit, 24
 course load, 24
 credit/D/fail option, 29
 Dean's List, 31-32
 deficiency in scholarship, 32-33
 examinations, 24-25
 grades, 28-29
 graduation, 40
 honors, 31
 incompletes, 29-30
 independent study, 27-28
 leaves of absence, 33-38
 medical leave, 34-36
 petitions, 41
 readmission, 36-37
 registration, 26-27
 resignation, 40-41
 student responsibility, 30
 transcripts, 30
 transfer of credit, 39-40
- Academic skills programs, 131-133
- Accreditation, 5
- Achievement tests. *See* Admission to the College
- Activities fee, 12
- Admission to the College, 10-11
- Advising system. *See* Curriculum
- Africana Studies, 47
- American Government. *See*
 Government and Legal Studies
- American History. *See* History
- American Literature. *See* English
- Anthropology, 121. *See* Sociology
- Application. *See* Admission to the College
- Arabic, 42
- Archaeology, 65. *See also* Classics
- Archives, 127-128
- Arctic Museum. *See* Peary-MacMillan Arctic Museum
- Arctic Studies, 42, 129
- Arctic Studies Center, 42, 129
- Art, 49
- Art Museum. *See* Bowdoin College Museum of Art
- Arts facilities, 130-131
- Asian Studies, 52
- Astronomy. *See* Physics and Astronomy
- Auditoriums
 Kanbar, 131
 Kresge, 131
- Automobiles. *See* Motor vehicles
- Award of honors, 30-31
- Baldwin Program for Academic Development, 131-132
- Beckwith Music Library, 128
- Biochemistry, 55
- Biology, 57
- Bowdoin Advising Program in Support of Academic Excellence, 133
- Bowdoin College
 general information, 5
 Library, 127
 Museum of Art, 128
 switchboard, 5
- Bowdoin, James, III, 128
- Bowdoin Pines, 133
- Bowdoin Science Experience, 133
- Bowdoin Scientific Station, 133-134
- Buck Center for Health and Fitness, Peter, 14
- Calendar, 2018–2019, 6-7
- Cars. *See* Motor vehicles
- Center for Learning and Teaching, 131-132
- Certification for teaching, 75-76
- Chamber Choir. *See* Ensembles
- Charges. *See* Expenses
- Chemistry, 61
- Chinese language, 52
 See also Asian Studies
- Cinema Studies, 64
- Classics, 65
 Classical Archaeology major, 65
 Classical Studies major, 65
 Classics major, 65
 Minor programs, 66
- Coaches, 155-156
- Coastal Studies, 42
- Coastal Studies Center, 42, *See* Schiller Coastal Studies Center, 134
- Codes of Conduct
 Honor Code, 137
 Social Code, 137
- Common good, 15
- Computer Science, 68
- Coordinate major, 22
- Counseling service, 14
- Course load. *See* Academic regulations

INDEX

- Course numbering, 46
- Credit/D/fail option. *See* Academic regulations
- Curriculum, 19-23
- academic requirements, 20
 - advising system, 19
 - coordinate major, 22
 - departmental major, 22
 - distribution requirements, 20-21
 - division requirements, 21
 - interdisciplinary major, 22
 - major, 21-23
 - minor, 23
 - requirements for the degree, 20
 - student-designed major, 23
- Damage fees, 14
- Dance, 123. *See also* arts facilities; Performance Studies; Theater and Dance
- Dean's List. *See* Sarah and James Bowdoin Scholars
- Deficiency in scholarship, 32-33
- academic probation, 32
 - academic suspension, 32-33
 - dismissal, 33
- Degree requirements. *See* Curriculum
- Departmental honors. *See* Honors
- Digital and Computational Studies, 42
- Dismissal. *See* Deficiency in scholarship
- Distribution requirements. *See* Curriculum
- Division requirements. *See* Curriculum
- Double major, 21-23. *See also* Major programs
- Early Decision. *See* Admission to the College
- Earth and Oceanographic Science, 70
- East Asian Studies, 52. *See also* Asian Studies
- East European languages. *See* Russian
- Ecology, Evolution, and Marine Biology, 58.
See also Biology, 57.
- Economics, 72
- Education, 74
- Bowdoin Teacher Scholars Program, 75
- Educational resources and facilities, 127-136
- Edwards Center for Art and Dance, 130
- Employment. *See* Student employment
- Engineering programs, 43
- English, 77
- English for Multilingual Students, 133
- Ensembles. *See* Music, 101
- Environmental Studies, 79
- European History. *See* History
- Examinations.
See Academic regulations
- Expenses, 12-14
- College charges 2018-19, 12
 - damage fee, 14
 - health care insurance, 13
 - motor vehicle registration, 14
 - off-campus study fee, 12
 - payment of bills, 12
 - payment plans, 13
 - refunds, 13
 - registration and enrollment, 12
 - room and board, 13
 - tuition, 12
- Faculty. *See* Instruction, officers of
- Fees. *See* Expenses
- Fellowships and research, 134-135
- Field stations, 133-134
- Film Studies. *See* Cinema Studies
- Financial aid, 11
- Foreign study. *See* Off-campus study
- Francophone Studies, 114
- French, 114
See also Romance Languages and Literatures, or Francophone Studies
- Gay and Lesbian Studies. *See* Gender, Sexuality, and Women's Studies
- Gender, Sexuality, and Women's Studies, 81
- General information, 5
- Geoffrey Canada Scholars, 133
- Geographic distribution of students, 5
- Geology. *See* Earth and Oceanographic Science
- German, 83
- Gibson Hall, 130
- Government and Legal Studies, 85
- Grades. *See* Academic regulations
- Graduation, 40
- Grants, financial aid, 11
- Greek, 65. *See also* Classics
- Hatch Science Library, 128
- Hawthorne-Longfellow Library, 127
- Hay Island, 133
- Health Center, 13
- Health services, 13
- Hispanic Studies, 115, *See also* Romance Languages and Literatures
- History, 87
- Honors
- departmental, 31
 - general, 30-31
 - Sarah and James Bowdoin, 31
- Honors projects, 31
- Honor system. *See* Codes of conduct

- Hyde, William DeWitt, 9, 15
- Incompletes. *See* Academic regulations
- Independent study, 27-28
- Information, general, 5
- Information and Technology, 136
- Instruction, officers of, 138-150
- Instructional staff, 154-155
- Insurance. *See* Expenses
- Interdisciplinary majors, 22, 89-93
- Art History and Archaeology, 89
 - Art History and Visual Arts, 89-90
 - Chemical Physics, 90
 - Computer Science and Mathematics, 90-91
 - English and Theater, 91
 - Mathematics and Economics, 91-92
 - Mathematics and Education, 92-93
 - Physics and Education, 93
- Interviews. *See* Admission to the College
- Italian, 115.
- See also* Romance Languages and Literatures
- James Bowdoin Scholars. *See* Sarah and James Bowdoin Scholars
- Japanese, 52. *See also* Asian Studies
- Kanbar Auditorium, 131
- Kent Island. *See* Bowdoin Scientific Station
- Kresge Auditorium, 131
- Language. *See* names of individual languages
- Language Media Center, *See* Media Commons
- Latin American Studies, 94
- Latin, 65. *See also* Classics
- Leave of absence. *See* Academic regulations
- Legal Studies, 43-44. *See also* Government and Legal Studies
- Liberal education, 15
- Libraries, 127
- archives, 127
 - Beckwith Music Library, 128
 - Bowdoin College Library, 127
 - government documents, 128
 - Hatch Science Library, 128
 - Hawthorne-Longfellow, 127
 - Media Commons, 127
 - manuscript archives, 127
 - Pierce Art Library, 128
 - reference services, 127
 - Special Collections, 127
- MacMillan, Donald B., 129
- Major programs, 21-23
- coordinate major, 22
 - departmental major, 22
 - interdisciplinary major, 22
 - minor, 23
 - student-designed major, 23
- Mathematics, 96
- McKeen, Joseph, 135
- McKeen Center for the Common
- Good, Joseph, 16, 135
- Media Commons, 127. *See* Libraries
- Medical insurance. *See* Expenses, health care insurance
- Medical leave. *See* Academic regulations
- Medical services. *See* Health services
- Memorial Hall, 130
- Minor programs, 23
- Mission of the College, 16-18
- Mitchell, George J., 127
- Motor vehicles, registration of, 14
- Museums, 128-129
- Bowdoin College Museum of Art, 128
 - Peary-MacMillan Arctic Museum, 40, 129
- Music, 98. *See also* Ensembles
- Neuroscience, 104
- Off-campus study, 45
- fees, 12
- Offer of the College, 9
- Officers of instruction, 138-150
- Officers of instruction emeriti, 150-154
 - Coaches, 155-156
- Pass/fail option. *See* Credit/D/fail option
- Payment plans, 13
- Peary, Robert E., 129
- Peary-MacMillan Arctic Museum, 40, 129
- Performance Studies
- Music Department, 98
 - Theater and Dance Department, 123
- Performing arts. *See* arts facilities; music; theater and dance
- Philosophy, 106
- Physics and Astronomy, 107
- Pickard Theater, 130
- Pierce Art Library, 128
- Pines, Bowdoin, 133
- Political Science. *See* Government and Legal Studies
- Probation. *See* Deficiency in scholarship
- Psychological counseling.
- See* Counseling service
- Psychology, 110

Quantitative Reasoning Program, 132

Readmission, 36

Recital hall. *See* Studzinski Recital Hall

Recommendations. *See* Admission to the College

Recording Committee, 41

Refund policy. *See* Expenses

Registration

for courses, 12, 36

of motor vehicles, 14

Religion, 112

Requirements for the degree, 20

Residency requirement. *See* Requirements for the degree

Resignation, 40

Romance Languages and Literatures, 114

Room and board, 13. *See* Expenses.

Russian, 118

Sarah and James Bowdoin Scholars, 31

SATs. *See* Admission to the College

Schiller Coastal Studies Center, 134

Scholarships. *See* Financial aid

Scholastic Aptitude Tests. *See* Admission to the College

Science library.

See Hatch Science Library

Scientific Station. *See* Kent Island

Sheep Island, 133

Slavic languages. *See* Russian

Social Code. *See* Codes of conduct

Sociology and Anthropology, 121

South American Studies.

See Latin American Studies

Spanish. *See* Hispanic Studies, 115

See also Romance Languages and Literatures

Special Collections, 127

Special areas of study, 42-44

Student Affairs, 137

Student Aid. *See* Financial aid

Student-designed major, 23

Student employment, 11

Student Fellowships and Research, 134-135

Study away. *See* Off-campus study

Studzinski Recital Hall, 131

Suspension. *See* Deficiency in scholarship

Symbols, 44

Teaching. *See also* Education

Bowdoin Teacher Scholars Program, 75

Telephone switchboard, 5

Theater and Dance, 123

See also Performing arts

Theaters

Pickard Theater, 130

Wish Theater, 130

See also Studzinski Recital Hall

THRIVE Initiative, 133

Transcripts, 30

Transfer of credit, 37

Tuition. *See* Expenses

Vacations. *See* Calendar

Visual Arts. *See also* Art

Visual Arts Center, 131

Walker Art Building, 128

Wish Theater, 130

Writing Project, 132

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